DOCUMENT RESUME

ED 403 660	EA 028 210
TITLE	School Exchanges: Cultural Diversity, Conflict and Cooperation. Report of the Conference (7th, Dubrovnik, Croatia, September 11-15, 1996).
INSTITUTION	Council for Cultural Cooperation, Strasbourg (France).
PUB DATE	Sep 96
NOTE	91p.
PUB TYPE	Collected Works - Conference Proceedings (021) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Conflict Resolution; Cultural Pluralism; *Educational Cooperation; Elementary Secondary Education; Foreign Countries; Information Dissemination; *International Communication; *International Cooperation; *International Educational Exchange; *Partnerships in Education; Professional Development
IDENTIFIERS	*Croatia; *Europe

ABSTRACT

The Council of Europe was founded in 1949 to achieve greater unity among European parliamentary democracies. The Council for Cultural Co-operation (CDCC) is responsible for the Council of Education's work on education, culture, and sport. This publication contains proceedings of the CDCC Conference of the Network on School Links and Exchangers. Topics of the plenary session included the Croatian school system, education and multiculturalism, peace education, and the European Studies Program. Workshops dealt with conflict management and international school links; the media, citizenship education, and international school partnerships; and history projects and school links. Activities under review included long-term teacher training and the Visions of Europe pilot project. Suggestions for meeting the challenges faced by the Network on School Links and Exchanges were offered in the closing session. Appendices contain summaries of reports and presentations. (LMI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Council of Europe
Conseil de l'Europe

DECS/SE/Sec (96) 44

ED 403 660

School exchanges: Cultural Diversity, Conflict and Co-operation

Dubrovnik, Croatia, 11-15 September 1996

Report of the Conference

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organizatio originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

"PERMISSION TO REPRODUCE THIS MATERIAL IN **OTHER THAN PAPER COPY** HAS BEEN GRANTED BY
N. Borch-Jacobsen
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

EA 028210

Council for Cultural Co-operation
Network on school links and exchanges

Strasbourg 1996

The Council of Europe was founded in 1949 to achieve greater unity between European parliamentary democracies. It is the oldest of the European political institutions and has forty member states,[1] including the fifteen members of the European Union. It is the widest intergovernmental and interparliamentary grouping in Europe, and has its headquarters in the French city of Strasbourg.

Only questions related to national defence are excluded from the Council of Europe's work, and the Organisation has activities in the following areas: democracy, human rights and fundamental freedoms; media and communication; social and economic affairs; education, culture, heritage and sport; youth; health; environment and regional planning; local democracy and legal co-operation.

The **European Cultural Convention** was opened for signature in 1954. This international treaty is open to European countries that are not members of the Council of Europe, and it enables them to take part in the Organisation's programmes on education, culture, sport and youth. So far, forty-four states have acceded to the European Cultural Convention: the Council of Europe's forty member states plus Belarus, Bosnia-Herzegovina, the Holy See and Monaco.

The **Council for Cultural Co-operation** (the CDCC) is responsible for the Council of Europe's work on **education**, **culture** and **sport**. Four specialised committees - the Education Committee, the Standing Conference on University Problems, the Culture Committee and the Cultural Heritage Committee - help the CDCC to carry out its tasks under the European Cultural Convention. There is also a close working relationship between the CDCC and the regular conferences of specialised European ministers responsible for education, for culture and for the cultural heritage.

The CDCC's programmes are an integral part of the Council of Europe's work and, like the programmes in other sectors, they contribute to the Organisation's three overriding policy objectives for the 1990s:

- the protection, reinforcement and promotion of human rights and fundamental freedoms and pluralist democracy;
- the promotion of an awareness of European identity;
- the search for common responses to the great challenges facing European society.

The CDCC's education programme covers school, higher and adult education, as well as educational research. At present, there are projects on: education for democratic values; history; modern languages; school links and exchanges; the reform of secondary education; access to higher education; the reform of legislation on higher education in Central and Eastern Europe; academic mobility, and educational documentation and research.

---

[1] Albania, Andorra, Austria, Belgium, Bulgaria, Croatia, Cyprus, the Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Moldova, Netherlands, Norway, Poland, Portugal, Romania, Russian Federation, San Marino, the Slovak Republic, Slovenia, Spain, Sweden, Switzerland, the former Yugoslave Republic of Macedonia, Turkey, Ukraine, United Kingdom.

BEST COPY AVAILABLE

DECS/SE/Sec (96) 44

COUNCIL FOR CULTURAL CO-OPERATION (CDCC)

A Secondary Education for Europe

Cultural Diversity, Cooperation, Conflict and School Links and Exchanges

Seventh Conference of the Network on School Links and Exchanges

Dubrovnik, Croatia, 11 - 15 September 1996

General Report

by

the Secretariat of the Council of Europe

The opinions expressed in this work are those of the author(s) and do not necessarily reflect the official policy of the Council for Cultural Co-operation of the Council of Europe nor that of the Secretariat.

All correspondence concerning this report or the reproduction or translation of all or part of the document should be addressed to the Director of Education, Culture and Sport of the Council of Europe (F - 67075 Strasbourg Cedex).

SUMMARY

Official Opening of the Conference 1

Presentations in Plenary Session

The Croatian School System 1

Education and Multiculturalism - Dr Vedrana SPAJIĆ-VRKAŠ 2

Education and Multicultural Society - Mr Maitland STOBART 2

Peace Education - Ms Maja UZELAC 3

The European Studies Programme - Dr Roger AUSTIN 3

Working Groups

Conflict Management and International School Links - Dr Rüdiger TEUTSCH 4

Media, Citizenship Education and International School Partnerships - Ms Evelyne BEVORT 4

History Projects and School Links and Exchanges - Mr Sean LANG 5

The Networks Own Meeting 5

Review of Activities

Long-term Teacher Training Course and the Framework for Teacher Training for School Links and Exchanges - Mr Helmut FENNES 5

Pilot Project Visions of Europe - Mr Roberto RUFFINO and Ms Françoise FOUQUET 6

The Future of the Network for School Links and Exchanges 6

Working Group No 1: Communication and the Future - Ms Alida MATKOVIC 7

Working Group No 2: Pilot Projects - Ms Silvia MITTEREGGER 8

Working Group No 3: Training - Mr Georges RICHELLE 8

Working Group No 4: The Year 2010 - Ms Jenny HALL 9

Closing of the Conference 9

Appendixes

1. Introductory statement - Mr Maitland STOBART 11

2. Croatian Education System 19

3. Education and Multiculturalism - Prof. Vedrana SPAJIC-VRKAS 29

4. Education and the Multicultural Society - Mr Maitland STOBART 35

5. Peace Education - Ms Maja UZELAC 41

6. Managing Conflict through international school projects - Mr Roger AUSTIN . . . 47

7. Conflict Management and School Links and Exchanges - Mr Rudiger TEUTSCH 65

8. History Projects and School Links and Exchanges - Mr Sean LANG 69

9. Working Group Sheets 75

10. Programme 79

11. Participants List 81

Official Opening of the Conference

The conference was opened by Ms Božica ŠIMLEŠA, assistant to the Minister of Education, on behalf of the Croatian government, and by Mr Maitland STOBART, Deputy Director of Education, Culture and Sport, on behalf of the Secretary General of the Council of Europe.

Welcoming speakers and participants to the conference, Ms ŠIMLEŠA pointed out how well suited the city of Dubrovnik was to host a conference on the topic "Cultural Diversity, Cooperation, Conflict and School Links and Exchanges". She recalled that Dubrovnik is regarded by Croatians as a city of hope, resistance and faith, where Orthodox and Catholic churches stand side by side with the Synagogue. This, she insisted, is only possible when every culture or religious group can enjoy and practise their faith and customs. Ms ŠIMLEŠA concluded that Croatia was fully European and had already contributed a lot to European culture. Europe would become a reality when everyone could enjoy cultural diversity from early childhood on, like in Croatia. Ms ŠIMLEŠA wished the conference much success and hoped that the participants have an interesting encounter with the host culture.

In his opening speech Mr Maitland STOBART thanked the Croatian government for its hospitality. He gave an overview of recent political developments in the Council of Europe, stressing that a growing number of member States have committed themselves to developing educational policies which promote human rights, the rule of law and pluralist democracy and to enable all Europeans to realise their full potential throughout their lives and strengthen mutual understanding and confidence. Mr STOBART presented the Education Committee's priorities for the future, emphasising the importance of the three service activities of the European dimension of school education, which include the Network for School Links and Exchanges. He recalled the special effort made by the Education Committee to encourage and support the reform of education in the countries of Central and Eastern Europe and to successfully integrate new partner countries into all existing activities. The full text of the speech is to be found in *Appendix 1* to this report.

Following this input, Mr Gaspar BJELOPERA, Head of the Dubrovnik School Authority, welcomed the participants to Dubrovnik, which still bears the signs of recent fighting. He regretted the "black-and-white picture of Croatia" which, in his view, was drawn throughout the rest of Europe. Wishing the participants a pleasant stay in Dubrovnik, Mr BJELOPERA expressed his hope that the conference would contribute to a better understanding of Croatia throughout Europe.

Presentations in Plenary Session

The Croatian School System

Following tradition and with a view to helping participants to achieve a basic knowledge of the educational system of the host country, Ms Vlasta SABLJAK, administrator at the Ministry of Education, gave a presentation on the Croatian school system *(Appendix 2)*. She explained the difficulties the Croatian education authorities face following, not only the physical destruction of many schools during the war, but in particular, the traumatic experiences suffered by children during the hostilities. This was taken up in Ms Maja UZELAC's contribution the following day. Ms SABLJAK informed the participants of the governments' efforts to provide mother tongue teaching for refugees and displaced children. She underlined the enormous financial consequences that the war had on the Croatian education system.

Education and Multiculturalism

Dr Vedrana SPAJIĆ-VRKAŚ, from the Department of Pedagogy of the University of Zagreb, based her presentation on a social science concept of personal identity consisting of three layers: the first would be related to universal traits of the human species, the second would derive from diversified characteristics of different human groups, and the third would be a result of individual characteristics of human beings. Thus, groups and individuals would be different and similar at the same time. Since the 1970's, an emphasis on group exclusivity had led to internal cultural homogenisation. She pointed out that instead of developing mechanisms or cooperation and exchange, cultural difference and cultural uniqueness were emphasised and that, consequently, shifts from policies of retention of cultural identity to policies of multiculturalism and/or interculturalism on state and interstate levels aimed at recovering plural society on the basis of unity in diversity. Asking for the structural conditions for cultural exchange, Dr SPAJIĆ-VRKAŚ argues that equality of culture, i.e. real mutual recognition of and respect for cultural difference is next to impossible to achieve in a society, since there would always nearly be a minority/majority relationship.

Concentrating on multicultural society, Dr SPAJCIĆ-VRKAŚ presented multiculturalism and interculturalism as mutually exclusive concepts. Multiculturalism would describe the quantitative or external side of plural societies, ignoring their internal mechanisms, whereas interculturalism would describe the internal aspects of plural societies, and the relationships which happen within them. However, the concept would remain on the level of description without questioning the level of intercultural exchange. *(Appendix 3)*

Education and Multicultural Society

In his presentation, Mr Maitland STOBART, Deputy Director of Education, Culture and Sport, recalled the Council of Europe's long-standing commitment to intercultural education. The Council of Europe has worked on many aspects of intercultural education and multicultural society since it was set up in 1949, notably in the contexts of migration, the reconciliation of European nations after World War II, global interdependence and solidarity, the new situation in Central and Eastern Europe, and the development of European cooperation and integration. He indicated some of the challenges to intercultural understanding in the new Europe, in particular the resurgence of racism, xenophobia and anti-semitism, the increase of violence against migrants, immigrants and minorities and the development of aggressive nationalism and ethnocentrism.

Thus, across Europe schools are pressed to respond to a wide variety of far-reaching political, economic and social developments whose roots lie outside the educational system. They cannot cope with all those problems by themselves, but a partnership between educators, politicians and community leaders, who are firmly committed to human rights, is needed. In the present volatile situation in Europe, there is a new sensitivity about national and ethnic identity. How history is taught in schools is therefore a particularly important question. While the teaching of national history is a legitimate concern it should not be confused with nationalistic history. History teaching should be taught in an open way, which reflects the experience, origins and diversity of all members of the community and which is closely related to European and global concerns.

In conclusion, Mr STOBART placed special emphasis on civil courage as one of the key concepts and outcomes of intercultural education, quoting Martin LUTHER KING: "What is dangerous is not evil men, but the silence of good men." *(Appendix 4)*

Conflict Management through and in International School Projects

Peace Education

Maja UZELAC, who has been active as a peace education trainer and mediator in Croatia for several years, introduced two key concepts for the peaceful resolution of conflict: non-violence and personal power, through empowerment, of the opposing parties. She described peace education as a conscious attempt to construct peace between people, inside people and between people and nature. Peace education is to be seen as a process, not a quick solution to all the problems of the world. It affirms a person's feeling of self-worth, and favours the development of non-judgemental listening skills, and leads to working together in a cooperative climate, without winners and losers.

She pointed out how important international partnerships are in this context. Using her own experience of a study visit to Northern Ireland as an example, she demonstrated how the confrontation with another conflictual situation other than one's own can be analyzed in a much calmer way, which then allows us to draw parallels and learn from them.

Most children are brought up in a climate of competition and conformity. This, however, does not help them to develop the skills necessary for the creative and non-violent resolution of conflict. Peace education projects help teachers and children - and, in the second instance, also their parents - to work out the attitudes and behaviours which help to constructively manage conflict in all situations of life, both public and private. Obviously, while a war is going on it is particularly difficult to work with these concepts, because the population is full of hatred and fear. And yet, Ms UZELAC could report on successful peace education projects even in frontline towns. Working on their attitudes makes people aware of their bias and prejudices, and thus helps them to overcome them. In this context, peer mediation is a particularly successful concept, which allows children to believe in themselves and in their own ability to deal with difficult situations. At the same time it makes them responsible for their own actions and for sticking to the rules which they themselves established together.

Conflict is to be seen as an inevitable part of life, the only way to achieve change. Peace education does not want to eradicate conflict, but to deal with it in a constructive, creative, and, of course, non-violent manner. *(Appendix 5)*

The European Studies Programme

Dr Roger AUSTIN, Director of the European Telecommunications Centre in the School of Education of the University of Ulster, Coleraine, presented the European Studies Programme, which has promoted joint study and communication between students from currently 15 countries since 1986. It aims at increasing mutual understanding, awareness and tolerance in young people in contemporary Europe. The European Studies Programme has been set up with the help of the Internet, and encourages the development of a variety of skills. The guiding principles of the project include an emphasis on Europe-wide cooperation, since not only can students often better understand conflict in their own locality once they have studied conflict abroad, but the European context also helps them to find out what they have in common with young people in other countries, and to learn that having things in common does not always mean being the same.

The project is based on cooperation rather than competition. All participants have equal status, which is enhanced by an emphasis on group work rather than individual participation. The learning aims are long term rather than short term. With the help of experts, who ask the original question and monitor the debate, students are encouraged to research a wide range of perspectives amongst the peoples of Europe and are encouraged to develop an appreciation of their own regional contributions to European culture and identity, as well as an understanding of that of their neighbours. *(Appendix 6)*

Working Groups

Conflict Management and International School Links

This workshop, facilitated by Rüdiger TEUTSCH from the Interkulturelles Zentrum, Vienna, provided an insight into the theory and practice of conflict management and peace education within an international network of schools. In order to gain a better understanding of the methodology of conflict management, workshop members had the opportunity to:-

- take part in a simulation game, which had also been successfully used with some of the participating schools;
- watch and discuss a film on bullying;
- try out conflict analysis.

The workshop included brief definitions of conflict, the origins of conflict, the human needs theory and different styles of carrying out conflict. Some time was spent discovering and discussing the "International School Network: Peace and Conflict Resolution" *(Appendix 7)*. More than 1000 students and over sixty teachers had been involved in this project.

Media, Citizenship Education and International School Partnerships

Ms Evelyne BEVORT from the CLEMII (Centre de Liaison de l'enseignement des moyens d'information, Paris, France) the facilitator of this workshop, introduced participants to the role of media education, and its connection with international school projects. They watched and analyzed videos and newspaper articles together in order to experience media education themselves. Ms BEVORT argued that media education is an essential element of citizenship education, because it promotes a critical approach to the media, allowing young people to realise the diversity of ideas and information around them. By comparing different sources of information they become aware, that "reality is extremely subjective". They learn, however, that this is not a matter of dishonesty, but rather of different backgrounds. Information, too, depends on cultural and historical background.

International school partnership projects which focus on media education not only allow young people to become aware of all these aspects in an interesting and cooperative manner, but they can also encourage them to work with media themselves. A good example for this is the "fax!" project, which creates internationally produced newsletters, from young people for young people. It is easy and cheap for schools to participate in the project, which often involves the whole community and not just a few school students. Detailed information on the "fax!" project is available from the Council of Europe.

History Projects and School Links and Exchanges

History was a constant theme throughout the Network's Annual Meeting. This workshop, conducted by Mr Sean LANG, Hills Road Sixth Form College, Cambridge, offered a possibility to, not only discuss the potential and dangers of history teaching, but also to participate in a simulation exercise on the Paris Peace Conference.

Participants were introduced to the controversy and differences of interpretation by a practical exercise. They had to list what they considered the ten, later the three, most important events in the history of Europe. The results varied considerably, ranging from the Roman Empire to the political changes from 1989 onwards. Different national traditions view the same events in very different ways, and therein lies much of the value of international links involving history. After the first surprise about the fact that one's own view is not universally shared, one can come to see the different points of view as a resource, as an additional possibility.

History curricula varies from country to country, not only in content but also in structure. This does not make it any easier, to establish school partnership projects with a history content. There is therefore no single form that history links and exchanges might take. They include work based upon local history and cultural heritage as well as activities based on the production of text books or other resources. Reference was made, in this context, to the manual "History without frontiers", which has recently been published by the Council of Europe. *(Appendix 8)*

The Network's Own Meeting

The Annual Meeting of the Network for School Links and Exchanges offers a unique opportunity to discuss internal and structural problems, and the Network's programme and activities. At the Dubrovnik conference the Network was asked, after reviewing past achievements, to redefine its specificity and establish priorities for 1997 and 1998, as it would be evaluated by the Education Committee at the end of 1998.

Review of Activities

The Long-term Teacher Training Course and the Framework for Teacher Training for School Links and Exchanges

Mr Helmut FENNES, Director of the Interkulturelles Zentrum, Vienna, who had been involved in the planning and realisation of both projects, pointed out that they were closely related, indeed complementary. While the Framework for Teacher Training presents a collection of multilateral models for teacher training, the Long Term Training Course provided the practical experience.

The training course, planned by an international team of trainers and aimed primarily at teacher trainers, consisted of three residential training units; and two project implementation phases. While they themselves underwent a structured and reflected intercultural learning process themselves, the participants had to set up international training activities in their own working environment. This led to a large variety of activities, ranging from a series of multinational training courses for school links for primary schools to developing a European Transnational In-Service Masters Degree Programme in Education.

The evaluation of this course revealed, that in principle the course was considered extremely useful by its participants. They felt that 18 months is a very long period for which make a commitment, and yet for some it was not long enough to implement their projects. The trainers expressed their thanks to the Council of Europe for offering continued support and were in general, very satisfied with the course results. They felt that future courses could benefit from limiting the diversity of participants, and providing monitoring during the project implementation phases.

The "Framework for Teacher Training For School Links and Exchanges" and an extensive report on the Long Term Teacher Training course are available from the Council of Europe.

The Pilot Project "Visions of Europe"

"Visions of Europe" brought together 64 school students from Austria, Canada, Croatia, Cyprus, Estonia, France, Ireland and Tunisia, who after having worked on their visions of and for Europe in their own cultural setting for several months, spent a week in the European Youth Centre, Strasbourg, finding out what their visions had in common, or where there were differences. They expressed their views by creating "collages" and explaining them to each other. They were accompanied in this process by a history/geography teacher and an arts teacher from each school. The teachers had started their cooperation with a training course, which initiated the project in December 1995. Ms Françoise FOUQUET and Mr Roberto RUFFINO, who had overseen the pilot project, presented it to the Network members.

Representatives of participating countries voiced the very positive feed-back the project had received from both students and teachers. It was felt that this activity had made young people aware of their role in the construction of a democratic, just and tolerant European society. The Baltic states will run a similar activity on a smaller scale with the help of the Estonian participants of the pilot project.

The Future of the Network for School Links and Exchanges

All three projects presented were very positively received. Since the presentations had allowed all participants to gain the same information on the Network's past, they could now proceed to discussing it's future role and priorities in detail. This process, chaired by Ms Elspeth CARDY from the Central Bureau for Educational Visits and Exchanges, was mainly held in working groups, which the participants joined according to their personal interest and preferences. The oral reports of the working groups were accepted as guidelines for future decisions. (*Appendix 9 - work sheets of the working groups*)

Working Group 1: Communication and the Future
Chair: Ms Alida MATKOVITC

It is important to be aware of the fact that delegates to the Networks meetings represent both decision makers from national ministries and operational staff from National Agencies. They communicate in the following ways: through personal contact at the Annual Meetings, through "traditional" media (telephone, fax) and through new media (e-mail, computer conferences). It would be ideal to have Annual Meetings and computer conferences in between.

The group suggested:-

- to continue holding Annual Meetings, since they help to review the progress made so far, define problem areas, find out about and discuss new ideas and projects in a European forum, have personal meetings with other delegates to the Network, which favours cooperation. In order to keep costs down, the non-peripheral countries could cover their own travel costs;
- to abolish the Network's newsletter "Links-liens" and to replace it with a regular presence in the Education Committee's newsletter;
- to communicate via e-mail on a regular basis;
- for the Council of Europe to approach the European Broadcasting Union with a view to creating interest in the Network's aims and activities;
- the Network should be present on the Internet with a site which should include:-
    - short, concise information on the Council of Europe and the Network;
    - interestingly presented information about ongoing projects and publications;
    - a "market place" were schools could find partners, exchange examples of good practice, discuss issues related to Europe and the Council's major projects, etc.;
    - offer information on the agencies and structures which support school exchanges in the different countries.
- that this should be presented in an attractive manner.

Working Group 2: Pilot Projects
Chair: Ms Silvia MITTEREGGER

- school links and exchanges should be an integral part of the Council of Europe's new projects on history and citizenship education. Any future pilot projects would have to be planned keeping this in mind. While it was felt that the pilot project "Visions of Europe" had been an interesting and worthwhile activity, repeating it was not a priority;
- there should be closer cooperation between the Network, the Cultural Heritage Committee, and UNESCO;
- training activities for teacher trainers and teachers, both as part of their initial and in-service training should take priority over pilot projects;
- delegates especially from Central and Eastern European countries requested that the Council of Europe provide experts, who could help to run pilot projects in European regions. These could also be linked Europe-wide.

Working Group 3: Training
Chair: Mr Georges RICHELLE

Not surprisingly, the working group "Training" gave a high priority to all kinds of training activities. It recommends

- to hold another long-term training course, starting in the autumn of 1997;
- to offer training in administrative and structural aspects of school links and exchanges for Network delegates themselves;
- for the Council of Europe Secretariat to advise member States on experts/trainers who can help with specific training needs in a country. Some funds should be available to answer member States' requests in this area.

Working Group 4: The Year 2010
Chair: Ms Jenny HALL

This group had the task, to develop a scenario of what the Network could look like in the year 2010. It felt that the Network would still have a role to play at that time as:-

- it brings young Europeans together, raises European awareness and young people's readiness to actively participate in shaping a democratic society;
- a concerted effort can lead to a change in situation, as shown, for example, by the high level of international school partnerships with Albania;
- it is the only structure which brings representatives from practically all European countries together and thus makes an important contribution to the construction of Europe;
- workshops like the three that had been offered in Dubrovnik, installed as permanent features of the programmes and working methods of Annual Meetings. This allowed and encouraged delegates themselves to work on content matters . This is one way in which the Network can help to overcome the invisible walls which still exist in Europe.

Closing of the Conference

Final Address by the Deputy Director for Education, Culture and Sport

In his closing speech, Mr Maitland STOBART, underlined the importance of the Network's contribution to the construction of Europe. He expressed his hopes that integration in the Network's programmes would help new member States to become fully involved in all matters European, and to feel welcome.

The Education Committee will evaluate the Network in two year's time. During this period it will have to face a number of challenges:-

- create synergy between the Network and the Council of Europe's In-Service Training Programme for Teachers;
- find new working methods which encourage the successful integration of new member States;
- develop a working web site on the Internet, which should be presented to the Standing Conference of Ministers of Education in June 1997;
- produce better reports on training seminars;
- develop partnerships with other programmes of the Council of Europe and other international organisations;
- to produce a "balance sheet", which does not only show the Network's own activities, but also less obvious and less direct results of it's work in the member States.

Mr STOBART assured the Network that he would lend his full support to it's work over the next two years.

He closed the conference by thanking the participants for their enthusiasm and commitment, and expressed his very warm thanks to Ms Alida MATKOVITC, who had organised the conference in Dubrovnik, for the Croatian government's hospitality and her personal commitment to the success of the conference.

Appendix No 1

Introductory Statement on

"DEVELOPMENTS IN THE COUNCIL OF EUROPE AND PERSPECTIVES FOR THE NETWORK"

by
Mr Maitland STOBART,
Deputy Director of
Education, Culture and Sport,
Council of Europe

1. INTRODUCTION

1.1 It is **a great pleasure** for my colleagues, Verena TAYLOR and Susan CONN and me to represent the Council of Europe at this year's meeting of our Network on School Links and Exchanges. On behalf of our Organisation, I would like to **thank the Croatian authorities very warmly** for hosting this meeting and for investing so much enthusiasm and time in its preparation.

1.2 We are **fortunate to be meeting in the historic City of Dubrovnik**. Dubrovnik is one of the jewels of the European cultural heritage, and it suffered badly during the recent conflict. It is reassuring to see that, in spite of the damage and the difficulties, the City is renewing its traditional role as an important meeting-place for intercultural exchanges. Before the fighting, we worked closely with the Inter-University Centre here in Dubrovnik.

1.3 We should not forget **the suffering and destruction in other parts of Croatia**. Three years ago, I visited Slavonia, in particular the region around Osijek and Vinkovci. I met children whose families had been murdered before their eyes, and I met students who had been raped or tortured. I saw at firsthand the lunar desolation of the war zone, and I witnessed the considerable efforts which schools in Croatia were making to receive not only displaced Croatian children but also refugees from other parts of former Jugoslavia.

1.4 Recently, the United Nations Transitional Administration for Eastern Slavonia, Baranja and Western Sirmium (UNTAES) asked the Council of Europe to **assist the work of the Joint Implementation Committee on Education and Culture**. The form of the Council of Europe's response was being discussed by our Committee of Ministers when I left Strasbourg.

1.5 Also on behalf of the Council of Europe, I would like to **welcome you, the participants,** to this meeting. And I would like to **emphasise the importance of our discussions** here in Dubrovnik. They are important for two reasons. Firstly, the main theme of this year's reflections is sadly appropriate in the uncertainty of the New Europe. How can school links and exchanges contribute to the peaceful solution of conflict? How can we come to terms with cultural diversity and see it as an enrichment and not as a threat?

1.6 Secondly, we will reflect on **the development of the Network** in the light of our Education Committee's decision to establish the Network as a service activity on an experimental basis for two years. Until now, the Network was part of our Project, "A Secondary Education for Europe", and the change of status will have important implications for the scope, content and management of your work.

1.7 In this presentation, I will **highlight**:

(i) political developments within the Council of Europe;

(ii) the reflections by our Education Committee on its role, programme priorities and working methods;

(iii) the tasks which the Education Committee has assigned to your Network.

I will end with a few comments and suggestions on the Network's activities.

2. THE POLITICAL CONTEXT

2.1 As a result of far-reaching changes in Europe since 1989, the Council of Europe has become the **widest intergovernmental and interparliamentary forum** in our continent. We now have **39 full member States**, including the Russian Federation.

2.2 It is possible for European non-member States to participate in the Organisation's programmes on education, culture, youth and sport by acceding to an international treaty called the European Cultural Convention. So far, **44**[2] States have done so: the Council of Europe's 39 full member States plus another 5 States. **18** of the 44 States are new partner States in Central and Eastern Europe.

2.3 The number of countries participating in our education programme could rise to **47 or 48** in the coming months:

(i) the 3 Caucasian Republics - Armenia, Azerbaijan and Georgia have applied to accede to the European Cultural Convention;

(ii) the Federal Republic of Jugoslavia (Serbia-Montenegro) if the Dayton Peace Agreement holds.

2.4 Furthermore, **Canada and the USA** have been granted permanent observer status with the Council of Europe as a whole. If they wish, they may follow the Council of Europe's activities on education. **Japan** may obtain permanent observer status in the near future. For its part, **Israel** has obtained observer status with the Council of Europe's committees on education and culture. Thus, the number of countries associated with our education programme, in one way or another, could be **52.**

---

[2] Albania, Andorra, Austria, Belarus, Belgium, Bosnia-Herzegovina, Bulgaria, Croatia, Cyprus, the Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, the Holy See, Hungary, Iceland, Ireland, Italy, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Moldova, Monaco, the Netherlands, Norway, Poland, Portugal, Romania, the Russian Federation, San Marino, the Slovak Republic, Slovenia, Spain, Sweden, Switzerland, "the former Yugoslav Republic of Macedonia", Turkey, Ukraine, United Kingdom.

2.5 The **aim of the Council of Europe's activities on education** is to help these 44 States to develop and implement education policies which:

(i) **promote human rights**, fundamental freedoms, pluralistic democracy and rule of law;

(ii) enable all Europeans to **realise their potential** to the full throughout their lives;

(iii) strengthen **mutual understanding and confidence** between the peoples of Europe.

NB The Council of Europe's work on education **covers** school, adult and higher education, as well as educational research.

2.6 Wherever possible, the Council of Europe **co-operates** with:

(i) the **other European Institutions**, in particular the European Union, UNESCO, the OSCE, the OECD and the Nordic Council of Ministers;

(ii) **INGOs interested in education in Europe** eg. associations of young people, parents, educators, administrators and researchers. We are in contact with over 80 INGOs. They can be significant sources of advice, and they can act as valuable relays for the dissemination of the results of our work.

2.7 You will recall that, in October 1993, **the first Summit** of the Heads of State and Government was held in Vienna, and the Final Declaration of the Summit mapped out our Organisation's present priorities:

(i) the strengthening of pluralist democracy, human rights and the rule of law;

(ii) confidence-building;

(iii) the protection of national minorities.

It is possible that **a second Summit** will be held either in the next 12 months or in 1999 when our Organisation will celebrate its 50th birthday. The Summit would define the specificity and role of the Council of Europe at the beginning of the new century.

3. THE EDUCATION COMMITTEE'S PRIORITIES

3.1 In the past 18 months, our Education Committee has carried out **a far-reaching review of its role, aims and objectives, programme and working methods.** The results of the review have been published in an important report called "The Future of Educational Co-operation in the Council of Europe Context" (doc. CC-ED (95) 30).

3.2 As a follow-up to this report, the Education Committee prepared and adopted **a Statement of Intention**, which sets out the Committee's priority for the years 1997-2000 (doc. CC-ED (96) 7 def). This Statement was sent to you before this meeting, and you can see from it that, in the next four years, the Committee's programme will consist of:

(i) **an element on education policies** which favour the development of the individual, promote democratic security and social cohesion, and encourage greater personal mobility and exchanges. This may take the form of a forum discussion, a hearing or a colloquy;

(ii) a set of **three new projects - one on education for democratic citizenship**, one on **teaching the history of Europe in the 20th Century in secondary schools**, and one on **modern languages;**

(iii) a cluster of **three service activities** on the European dimension of education - the Europe at School Activity, your Network on School Links and Exchanges, and the In-Service Training Programme for Teachers.

3.3 As you know, the Education Committee has made a special effort to:

(i) encourage and support **the reform of education in countries in Central and Eastern Europe;**

(ii) **integrate its new partner countries successfully into all of its activities.**

In our co-operation programmes with Central and Eastern Europe, we have concentrated on subjects where the Education Committee has special expertise:

(i) the democratisation of education policies;

(ii) the learning and teaching of modern languages;

(iii) civic and human rights education;

(iv) history teaching.

3.4 The Committee has also supported **the Twinning Programme for Albanian Schools,** and it is willing to contribute its experience and expertise to **the reconstruction of the education systems in former Jugoslavia** - in particular but not exclusively in Bosnia-Herzegovina - in partnership with the other European Institutions. This summer we organised - in co-operation with the United States Information Service, the American Federation of Teachers and the Centre for Civic Education in California - **training**

courses in human rights education and civics in seven locations in Bosnia-Herzegovina. They were attended by approximately 300 Bosnian teachers and teacher trainers.

3.5 During the period 1997-2000, the Education Committee will also:

(i) make a determined effort to intensify its co-operation with the European Union and other international institutions;

(ii) evaluate regularly all of its projects and service activities;

(iii) improve the dissemination of the results of its work. We have started to publish a quarterly newsletter for our partners and contacts, and we intend to take full advantage of the unprecedented possibilities for dissemination offered by such developments as the Internet and CD-ROM.

3.6 The Education Committee hopes to obtain political support for its priorities from **the 19th Session of the Standing Conference of the European Ministers of Education.** The Ministers will meet in Kristiansand, Norway, from 22-24 June 1997. You will recall that, at their last meeting in Madrid in 1994, the European Ministers of Education adopted an important Resolution on "The Promotion of School Links and Exchanges in Europe". And they welcomed the setting up of your Network.

4. THE TASKS OF THE NETWORK

4.1 Your Network was originally part of our major project, "A Secondary Education for Europe". This project will end with a large-scale final conference which will be held in Strasbourg from 2-4 December 1996.

4.2 The Education Committee has decided that, **as from next year, the Network will be established as a service activity on an experimental basis for a period of two years** (1997 and 1998), after which it will be evaluated. The Network will concentrate on:

(i) **the exchange of information and good practice**, in particular through the regular updating and publication of "The Practical Guide to School Links and Exchanges in Europe";

(ii) **the training of teachers** involved in school links and exchanges and in European projects between schools eg. through the organisation of training seminars and the publication of training units;

(iii) **the paedagogy** of school links and exchanges, eg. through the preparation of handbooks for teachers.

4.3 On the other hand, the Network will not finance school links and exchanges. It will **work closely with the In-Service Training Programme for Teachers,** and it should **study how the new communications technologies (eg. e-mail and the Internet could help it to carry out its tasks.**

4.4 I must admit that, in the Education Committee's discussions on the future of the Network, **a few doubting voices** were heard from countries which are members of the European Union. In particular they wondered whether there is a continuing need for the Network after the establishment of the Union's Comenius Programme. Other Delegations pointed out that Europe is wider than the member States of the Union, and the Education Committee adopted the solution which I have just described. In the next two years, you and your Secretariat **must demonstrate clearly that the Network continues to provide a specific and valued service.**

4.5 **We must not under-estimate the problems which we face**:

(i) a large number of participating countries;

(ii) a considerable diversity of situations, some of which are very daunting indeed eg. in Bosnia-Herzegovina and Croatia;

(iii) and - last but certainly not least - a very modest budget. For example, it is expected that, in 1997, the Network will have an operational budget of 300,000 French Francs.

5. SUGGESTIONS FOR ACTION

5.1 In the final part of my presentation, I would like to make a few suggestions on how the Network could respond to the tasks which have been entrusted to it by the Education Committee. These are **only suggestions** - not instructions. And their purpose is to generate discussion and reflection. Ideally, Verena and I would like to report on your reactions to the Education Committee when it meets in Strasbourg on 24-25 September 1996.

5.2 It is essential for the Network to convince the Education Committee and Ministries of Education in member States that the Network provides **a specific and valuable service.** In other words, that it **gives value for money**. This means that not only should the Network carry out a few well-focused practical activities, but also that you, the members of the Network, will:

(i) **invest your expertise and enthusiasm** in these activities;

(ii) **maintain close and regular contacts with your country's Delegation to the Education Committee.**

The Network will only be as good as its members' commitment.

5.3 The Network might wish to **contribute to the other activities in the Education Committee's programme**. For example:

(i) there is a proposal to set up **a Black Sea History Project**, involving both the In-Service Training Programme for Teachers and the Network. Verena can give you further details. Could you help us to implement this idea?

(ii) one of the features of **the new project on education for democratic citizenship** may - repeat may - be a network of schools. Could you help if the proposal is adopted?

(iii) In a fortnight's time, the Education Committee will discuss its **co-operation programme for Bosnia-Herzegovina**. We will probably continue the training sessions on civic and human rights education. But there is also a feeling that a special effort should be made to help schools in Bosnia-Herzegovina and also in Eastern Slavonia to find partner schools in other parts of Europe. Verena and I look forward to learning about the links and exchanges which your country has already established with Bosnia-Herzegovina.

5.4 The Network could **help other specialised committees of the CDCC and other steering committees** with their programmes. For example:

(i) the Cultural Heritage Committee runs a very imaginative activity on **Heritage Classes**, which has a strong element on school links and exchanges;

(ii) the Steering Committee for the Development of Sport (the CDDS) is interested in the development of **school links and exchanges based on sport**.

Should the Education Committee, on your behalf, offer the Network's services to the two Committees?

5.5 The Network should also be able to **react promptly and effectively to the concerns of member States**. And it should be seen to do so. During the summer holiday, there was considerable discussion in the United Kingdom about the safety of school exchanges after the rape and murder of a 13-year old schoolgirl in a hostel dormitory while on a school trip. There was a call for **more uniform guidance on safety arrangements for school trips in Europe**. Is this a common concern? If so, could the Network help?

5.6 Earlier, I mentioned the determination of the Education Committee to exploit **the potential of the New Communications Technologies**, in particular CD-ROM and the Internet. A fortnight ago, Verena and I met representatives of the Education and Internet Divisions of IBM. They suggested that they should help us to set up **a pilot project on your Network for demonstration at next year's Conference of the European Ministers of Education in Kristiansand**. The Network would have to invest approximately 80,000 French Francs of its budget for 1997 in this pilot project. Would you agree to such an initiative? Ideally, the Network should have available on the Internet in both English and French:

(i) its practical guide to school links and exchanges;

(ii) its training module;

(iii) the handbook on international school history projects by Sean LANG;

(iv) the information which appears in the Network's newsletter, "LINKS".

5.7 Even the best projects cannot succeed without **money**. And, as I admitted earlier, the Network's budget is very modest indeed. On the other hand, for teachers' seminars, the Network can call on the resources of the In-Service Training Programme for Teachers, and, if you can present a convincing and attractive programme, the Education Committee might be persuaded to increase the Network's budget in 1998. Can we mobilise **other resources**? Could some member States pay their representative's travel and subsistence costs for certain meetings? Could some member States or institutions be persuaded to make earmarked contributions to specific activities? In terms of human resources, the Network can continue to count on the commitment and skill of **two dynamic colleagues**, Verena TAYLOR and Susan CONN.

5.8 Finally, I would like to stress **the necessity of working in partnership**, wherever possible, with:

(i) the other European Institutions, in particular the European Union and UNESCO;

(ii) international non-governmental organisations and networks.

Partnerships will only succeed if they serve the interests of all partners and result in **a genuine added value for all concerned**. Can you advise on potential partnerships which would meet these conditions?

THE EDUCATION SYSTEM IN CROATIA

Croatia's current education system is a reflection of its economic potential and political characteristics in the current and past political situation.

Until 1918, when Croatia was part of the Austro-Hungarian Empire, its education system was similar to that of Austria and Hungary. From 1919 to 1945, it was adapted to meet the needs of the newly formed union of South Slavs which later became the Kingdom of Yugoslavia, and during the Second World War it had, once again, to adapt to new circumstances. After 1945, the education system was reorganised to meet the needs of the newly established communist state, Yugoslavia.

The multi-party elections in 1990 brought major changes to the social and political life of the Republic of Croatia. After the disintegration of Yugoslavia, Croatia became an independent, democratic country with a multi-party system and joint ownership and was moving towards the adoption of European values and becoming an integral part of European culture. The victory and establishment of democracy required changes to the existing education system. These changes, which were initiated in 1990 and speeded up in 1991, are continuing today.

Initially, improvements involved short-term changes designed to:

- eliminate ideology from schools and from all school work;
- eliminate ideology as the basis of education and from the curriculum;
- amend legislation on schools;
- change curricula;
- re-structure the education system and reintroduce secondary schools;
- introduce the teaching of national issues;
- introduce religious teaching into schools.

The basis of education has been freed from ideology. Marxist ideology and its corresponding general philosophical and ideological interpretation of the subject-matter of education has been abandoned. Similarly, the ideological stereotypes which created distorted ideas of the past and the present have also been abandoned.

Young people are now taught to adopt the values of democracy, human rights and multiculturalism.

Fundamental changes in the legislation on pre-school, primary and secondary education have opened the way to a new approach, to democratic changes and to the improvement of certain parts of the education system.

The current education system, which is undergoing change, comprises the following four levels:

1. pre-school education;
2. compulsory primary education;
3. secondary education;
4. higher education.

1. Pre-school education

This level accounts for 32% of the total number of children between the ages of 1 and 6 (approximately 110,000).

Pre-school education is an integral part of the education system and takes children up to the age of six, when they enrol in primary schools. Pre-school education is required under the Law on the Welfare of Pre-School Age Children. A new law is due to come into force which will establish an integrated approach to the educational, medical and social aspects of pre-school education.

Kindergartens are the most common form of pre-school education and are usually combined with a creche.

Children aged between five and six may, if their parents wish, attend what is called "the little school", a kind of preparatory class for the first year of primary school.

This sub-group includes roughly 15% of children between the ages of five and six (8500), most of whom have not gone to creches or kindergartens.

The Law on the Welfare of Pre-School Age Children and the new approach to education encourage:

- privatisation of various teaching programmes or kindergartens;
- pluralism of ideas and of educational approaches;
- freedom of choice and the obligation on pre-school institutions to publish their curricula and take responsibility for both quality and results;
- a humanistic approach to curriculum design.

The new approach to pre-school curricula is based on humanist principles, awareness of particular characteristics and patterns in the development of pre-school age children, understanding of human development in general and on the attitude to education which pre-school age children learn outside their families. This notion springs from the Convention on the Rights of the Child.

Pre-school education is provided in 814 state-run schools, 24 religious institutions and 18 privately-run schools.

2. Compulsory primary education

In Croatia, primary education lasts eight years. It takes place in primary schools, with a single curriculum, and is compulsory for all children between the ages of six and fourteen.

In the previous education system, primary education lasting four years and selective secondary education also lasting four years, added up to a total of eight years of compulsory primary education, with a single teacher for the first four years and different teachers for each subject from then onwards.

The whole Croatian education system is based upon primary education, which provides the foundation for continuing education at secondary level as well as for the choice of vocational education. Primary school is the only compulsory part of general education in Croatia, as stipulated by the Constitution and the Law on Primary Education. Parents and society as a whole are required to ensure that children attend school and are given satisfactory conditions in which to acquire a sound education.

In the school year 1993/94 the New Framework for Primary School Curricula was drawn up. It contains new curricula approved in a public competition, which were judged on the basis of criteria drawn up by assessment committees and of current curricula which do not need substantial modification.

There are two organisational models for primary schools: half-day or full-day (extended attendance, full-day attendance and courses throughout the day). Both models vary in terms of structures, numbers of pupils, organisation of teaching, timetables, choice of teachers and so on.

Classes, subjects and traditional lessons form the basis of school life and work. In addition to class work, an increasingly common form of teaching is working in small groups, particularly for subjects and activities outside the regular curriculum.

In the school year 1992/93, Croatia had 1,930 primary schools with 446,621 pupils. The majority (98%) successfully completed their primary education and 94% went on to secondary schools.

3. Secondary education

Secondary education has undergone the most far-reaching changes in the transition to a new education system.

The characterisation, scope and intensity of secondary school curricula have been determined by the length (eight years) and structure of primary school curricula, in such a way that it has been impossible to reorganise secondary education in depth and introduce the kind of system found in other European countries. Secondary education is a continuation of primary education and is provided at several types of school (secondary schools, vocational schools, art schools etc.) and lasts for a maximum of four years.

3.1. Secondary schools

Secondary schools provide general education lasting four years. They provide a stepping stone towards vocational training in higher education institutions.

There are four kinds of secondary school: for general studies, languages, humanities and science.

There are no great differences in the way in which the curricula of these different types of college are organised. General secondary schools maintain a balance between science subjects, mathematics and languages, whereas the language and science schools timetable more courses for their respective specialisms.

Secondary schools decide on admissions by looking at a pupil's overall marks in the last two years of primary school and the marks in five subjects which are considered of key importance for enrolment at a particular kind of secondary school. Most use a points-based assessment system. At the end of secondary school, students take a final examination which qualifies them for university entrance.

In 1992/93, Croatia had 123 secondary schools.

3.2. Art education

Art schools teach music, dance, fine arts and design over a four-year period.

In general, pupils entering secondary schools to learn classical ballet or modern dance have attended primary schools for music and dance. However, gifted children who have not done so are allowed to enrol for preparatory classes for some artistic curricula if they meet the school's specific requirements.

The common core of music and dance curricula is the same as for general secondary schools but pupils are not required to take natural science courses.

The rest of the curriculum is taken up by theoretical and practical training.

In the school year 1992/93, 1,662 pupils (0.8%) attended 16 music schools and 121 pupils attended one of Croatia's two classical ballet schools.

3.3. Vocational training

Vocational schools are divided into medical, agricultural, technical, economic/commercial and other similar kinds of school, all of which offer four-year courses, plus art schools and industrial schools offering three-year courses for the same occupations.

The system of vocational education also includes one to three year courses for less skilled occupations.

a. Technical and similar schools

One of the features of technical schools is that they offer general education and training relevant to the occupation concerned.

Their curricula cover the following subjects:

- compulsory general subjects;
- natural science subjects, varying according to the needs of the specific area of education;
- vocational subjects;
- optional subjects.

Two kinds of vocational qualification are sufficient to over most occupations. Non-technical four-year courses covering medicine, tourism, catering, the civil service, business etc. often award just one vocational qualification.

Education in technical and other similar kinds of school leads to a final examination.

Four-year courses for technicians and other occupations are offered by 167 schools. In 163 schools, teaching is in Croatian and 4 schools teach in minority languages.

Industrial schools may have a twin-track system, in which general and vocational education are taught separately. General education is taught in school and practical learning takes place in factory or company workshops.

b. Art schools

Following their own tradition and the arts and crafts tradition in Croatia, art schools might soon adopt the twin-track system of learning.

A feature of this kind of education is that theoretical classes are given in the school, whereas practical learning usually takes place in workshops (pupils sign an apprenticeship contract) and to some extent in school workshops.

c. Industrial and similar schools

Industrial and other similar types of school provide courses in medical care, the civil service, catering and tourism etc. designed to equip pupils to find jobs immediately after qualifying, without going through a long preparatory period. Their curricula cover basic general education, plus common vocational and optional subjects.

Since education for less skilled occupations aims mainly to teach practical skills and knowledge, more than 60% of the courses are devoted to practical training.

d. Special secondary schools

In addition to the kinds of school mentioned above, the education system in Croatia also includes various kinds of special schools. The secondary system includes:

- type B schools (standard two-year courses leading to the International Baccalaureate (final examination);

- bilingual schools (where 50% of the subjects are taught in a foreign language);
- sports schools (for gifted pupils, the best potential athletes).

Schools run by the Ministry of the Interior and the Ministry of Defence occupy a special place in vocational secondary education. These schools do not fall within the direct competence of the education department.

Four-year courses in secondary schools, art schools and vocational schools lead to a final examination and a diploma which qualifies them for university entrance.

Pupils holding a baccalaureate on completion of three-year vocational courses are not entitled to take the university entrance examination although they may enrol in higher technical schools and continue their further education in this way.

4. Higher education

In Croatia, higher education is provided in faculties, academies and schools of higher education. These exist at the universities of Zagreb, Split, Osijek and Rijeka. The University of Zagreb has twenty-nine faculties, three art academies, an institute and a school of further education. The University of Split has nine faculties, Rijeka ten and Osijek eight.

Unlike secondary education, higher education has not undergone major changes in the recent past. The Law on Higher Education Institutions was passed in October 1993.

This law establishes the following types of higher education institutions: universities, colleges, faculties, art academies and schools of higher education.

Art academies and faculties are higher education institutions within universities, whereas schools of higher education may be either autonomous or part of a university.

There are three levels of higher education in Croatia:

a. Diploma (first university degree), which takes two or three years. It is vocational, and in the third year options may be chosen which qualify students for the second degree;

b. Bachelor's degree - second university degree, which takes between four and six years and teaches vocational skills for engineers, teachers and other specialists as well as for scientists and researchers.

c. Postgraduate degrees, for which a bachelor's degree is required.

In 1993/94, Croatia had 80,410 students. Higher education lasts from two to six years.

5. Education for children and handicapped young people

The idea underlying the social, specialised approach here is that the education and reintegration of handicapped children is an integral part of the education system.

Children and young people without severe disabilities are taught in normal conditions, which allow them to be fully or partially integrated. Those with a severe disability go to special institutions (until the age of 21).

Full integration is achieved by including handicapped children in normal classes where they follow a standard or adapted curriculum. This process involves both the ordinary teacher and a specialist teacher.

Handicapped pupils who are unable to attend school or be taught at home or in a medical institution receive specialist help from expert teachers.

Pupils with severe disabilities are taught and socially reintegrated by specialist educational and medical institutions or social welfare institutions.

6. Adult education

Adult education consists of formal (primary or secondary) and informal education. Depending upon the type of curriculum and the school facilities, adult teaching is provided in normal classes, in consultations and one-to-one teaching or by correspondence. Approximately 260 different institutions run adult education programmes.

7. Teaching for ethnic communities and minority groups

Teaching in ethnic, national or minority languages is an integral part of the whole education system and is coordinated by the Ministry of Education and Sport. The Law on Teaching in Minority Languages and amendments to several laws on education govern all the main aspects. Primary school curricula are devised for members of Italian, Hungarian, Czech, Slovak, Romanian and Ukrainian communities or minorities, and secondary school curricula are devised for the Italian, Czech and Hungarian communities.

The preliminary draft curriculum for Serb nationals has already been drawn up by the Ministry of Education and Sport and is taught at "Prosvjeta", the Serb Cultural Foundation. Representatives from both sides discuss the proposed curriculum.

The Ministry of Education and Sport has also drawn up curricula for religious teaching in primary and secondary schools.

8. Teacher training

University-level teacher training is provided at four universities, ten educational faculties and the Catholic Theology Faculty.

When teachers find a job, they begin on-going training. Trainee teachers are required to pass a proficiency test after a preparatory period. From then onwards, they are expected to regularly update their knowledge of education, psychology and methodology.

On-going teacher training covers subjects in their specific area as well as in pedagogics, psychology and methodology. Courses are run by the Ministry of Education and Sport, by education and other faculties, specialist centres and secondary schools.

9. Teaching for emigrant Croats

In addition to the schools already mentioned, the Croatian education system also runs schools for the children of Croats living and working abroad.

Following the main directions of migration of Europeans across the continent in the second half of the nineteenth century, many Croats emigrated to North and South America, Australia, New Zealand and South Africa.

The emigration of Croats continued after the First World War, but at a slower rate. One of the direct effects of the Second World War was that tens of thousands of Croats emigrated immediately afterwards. In the early 1960s many others emigrated for economic reasons. While the absence of statistics in Croatia or in the countries of immigration makes it impossible to know the exact number of emigrants, it has been estimated at two million people.

Croatia has set up "Croatian Schools" for the children of emigrants, which provide teaching in addition to the normal teaching of the country of immigration.

These Croat schools may be organised on an integrative or consular model.

The integrative model incorporates the Croat language into the normal education system of the foreign country. The Ministry of Education of the country of immigration funds this programme and supervises the curriculum, teachers, textbooks etc.

The consular model implies that the Croat Ministry of Education and Sport runs and finances these schools and sends them teachers from Croatia.

The curriculum of both types of school is based on the Croat language and literature with aspects of Croat culture, tradition, geography and history. This teaching is provided at both primary and secondary levels and pupils attend four courses a week.

Approximately 15,000 children attend Croat Schools all over the world.

According to the Government Office for War Victims, 263 Croat children were killed, 1,004 were injured and 514 disappeared during the conflict.

There are 47,795 homeless children and 58,638 refugee children in Bosnia-Herzogovina.

School buildings were extensively damaged during the war. 128 pre-school institutions, 347 primary schools and 88 secondary schools were either destroyed or damaged.

In primary schools there are now 21,717 homeless pupils and 29,319 refugees. Roughly 90% of refugee or homeless children receive regular schooling and 10% (about 3,000 pupils) are enrolled in special schools for refugees. Refugee and homeless children represent 7.1% of all pre-school age children, 10.6% of children in primary schools and 8.04% in secondary schools. In the school system as a whole, the number of pupils exceeds the numbers for which the education system was designed by 74,636 (ie 10%). The result is that the education infrastructure is overburdened.

Classes are larger now than previously because there are insufficient funds to take on new teachers or extend buildings. The number of pupils per class in primary schools has risen from 30 to 36. There is insufficient space and materials. The increased number of pupils in class puts a strain on teachers and means that there is a shortage of teachers (13.03% too few). Bigger classes also put pressure on pupils with special educational needs, because they attend ordinary classes. Handicapped children are the worst affected.

OUTLINE OF THE CROATIAN EDUCATION SYSTEM

	Level of education			
Aim of education	Pre-school	Primary	Secondary	Higher
1) to look after and teach children of pre-school age	kindergartens			
2) regular teaching for children and young people		compulsory primary school (8 years)	a) general education schools (4 years) b) technical or similar schools (4 years) c) art, commercial or industrial schools (3 or 4 years) d) fine and applied arts schools (4 years)	a) vocational secondary schools (2 or 3 years) b) university: 1) vocational education (2 or 3 years); 2) higher education (4, 5 or 6 years) c) art academies - higher education (4 years)
3) special education for children or young people who are mentally, physically handicapped or suffer from personality disorders		primary schools with special curricula (8 years)	vocational schools with special curricula (1, 2, 3 or 4 years)	
4) adult education		schools for adults with adapted curricula	vocational schools with adapted curricula	

Prof. Vedrana Spajić-Vrkaš, Ph.D.
University of Zagreb

Education and Multiculturalism

CDCC's Conference
Cultural Diversity, Conflict, Cooperation and School Links and Exchanges
Dubrovnik, Croatia, 11-15 September, 1996

Basic explanatory model of human personality developed in social sciences rests on the presumption of three layers of identity. First one is related to universal traits of human species, the second one to diversified characteristics of human groups, and the third one to individual characteristics of human beings. Similarly, one of the most often heard conviction of, e.g., anthropology is that, while all persons share some traits with all others, all persons also share other traits with only some others, and all persons have still other traits which they share with no one else.

If we, ether as groups or as individuals, are different and similar at the same time, it is very much important to determine which of the two is chosen to approach the issue of identity, for what purpose a particular approach is selected, what makes its goal and content, and on what level of exclusivity it is defended as truth. Importance of the answers comes from the fact that selection gives impetus for (re/de)construction of social and individual reality and produces particular cultural models comprising particular worldviews, systems of values and beliefs, and patterns of behavior.

Until recently, theoretical and practical solutions of the West to the issues of human personality were mostly informed by the unilinear evolution scheme of human development. Differences were seen either as social anomalies or as stages of universal evolution. Assimilationism blended with functionalism in a famous melting-pot philosophy, on one side, and cultural imperialism with its "Samaritan" philosophy of "civilizing the savage", on the other side, were widely (self)approved on the basis of progressive developmentalism and were, as the ultimate truth, cast all over the world. The peak was reached when "blame the victim" strategy was invented to explain the failure of the Great Promise that was for decades, if not for centuries, building up a network of self-approval.

This modernistic project of desire + instrumental rationality + technology = progress failed for many reasons. Some authors stress shifts in ways of thinking which are likely to occur whenever existing explanatory paradigms became too narrow to help us understand and control social changes. Some mention the post-second-world-war need for stability and security. Others point at the post-war mass migrations and processes of decolonization, as well as at the break of communist ideology, as major factors of a growing social, political and cultural self-awareness. Lately, more and more social scientists see these shifts as direct outcomes of a process of cultural unification, namely of series of extensive changes aiming at transforming the world-as-a-whole on the basis of an eclectic, universal, timeless and technically conducted global culture.

Whatever the reason, instead of universality and similarity, uniqueness, particularity and difference have become a "global compression" of the "post-modern" human condition. Search for roots, need to regain a cultural past and to be connected with traditional identity have become global imperatives of today. Critics see them as new primitivism and exoticism that are lost in libido and intuition, while the followers speak of self-determination, liberation from imposed identities and stress the need for cultural continuity as a basis of self-respect and dignity.

What is important here, is that the shift to difference and uniqueness has produced a counter-effect on individual identity. Persona does not live any more in individual human being. It has moved to human groups. Individuals are attached a unique personality mostly through the personality of a group they belong to according to a set of characteristics some of which are ascribed from within while others are imposed from without. Personal identity is subordinated to social identities arranged in hierarchical order, from the most to the least important. In this context, Charles Tilly writes that the "emerging view (...) locates identities in connections among individuals and groups rather than in the minds of particular persons (...). It therefore breaks with both the sorts of individualism that have dominated recent analyses of social life: both 1) methodological individualism with its independent, self-contained, self-propelling rational actors and 2) phenomenological individualism with its deep subjectivity as well as its penchant for solipsism." Besides, Tilly further argues, "The emerging view is not only relational but cultural in insisting that social identities rest on shared understandings and their representations. It is historical in calling attention to the path-dependent accretion of memories, understandings, and means of action within particular identities. The emerging view, finally, is contingent in that it regards each assertion of identity as a strategic interaction liable to failure or misfiring rather than as a straightforward expression of an actor's attributes."

According to Tilly's theses, the newly emerged world-wide occupation with differences introduces them as predominantly: 1) group-oriented; 2) culturally defined, and 3) relationally constructed. If this is true, we have to find the answers to the following questions: 1) what groups attract most attention nowadays; 2) what culture or what part of culture is singled out as the evidence of a group's uniqueness and difference; 3) do relations among groups lead to boundaries or to cooperation and exchange construction?

Before the 1970s main categories of social differentiation were class, religion and nation. With the shift to premordial sentiments related to cultural roots, with the introduction of welfare, social and/or civil state models in which citizenship dominate over nationality, as well as with the non-national integration processes (e.g. European), old categories of social identification and loyalties have been redefined and/or blurred. Besides, ethnic, minority and indigenous identities have emerged as new types of "thick" identity based on both cultural and political interests. Following culture-laden understanding of identity, social group uniqueness has been reduced to the uniqueness in language, folk customs and ethnic-like symbolism. Stress on group exclusivity has given impetuses to renewed forms of internal cultural homogenization and new understandings of "us", on one side, and to the renewed forms of cultural differentiation vis a vis "them outside us" ("strangers", "enemies"), on the other side. Thus, instead of developing mechanism of cooperation and exchange, stress on cultural differences and uniqueness has (re)created more or less subtle boundaries among and between the groups on state as well as on inter-state levels. This is partly the meaning of concepts of "Orientalization" or "Islamization", "Balkanization" and "Africanization" in the West and of "Westoxication", "Americanization", "McDonaldization" and "Coca-Colanization" in the rest of the world, to mention only few.

Shifts from policies of cultural identity retention to policies of multiculturalism and/or interculturalism on state and international levels aims at recovering plural society on the basis of unity (not integrity?) in diversity. This means that issues of cultural dialogue, negotiation, exchange and cooperation, namely - cultural interlinks should be more stimulated as basis for both social policies and discourses of social reality at all levels.

This brings a question of structural prerequisites for cultural exchange and cooperation in culturally plural societies that are ordered as states. Modern states are inhabited by citizens who by self-ascription or by logic of administrative functioning culturally belong either to majority or to minorities (ethnic groups). Their position, at least culturally, is far from equal, despite constitutional and legal claims. Ignoring the majority-minority population ratio, the former are dominant by two facts: 1) state has originated as their political community to protect their national interests and 2) state keeps official language, values, customs, history and symbols as exclusively national. Consequently, equality of cultural differences is a problematic concept unless members of minorities (ethnic groups) engage in benevolent assimilationism, remain culturally encapsulated or develop parallel cultural models.

The unmatching of social objectives of cultural cooperation and exchange in culturally plural societies ordered as states with social reality, is a challenging issue. It could be approached from more than one point but, due to the limited time of presentations, I plan to focus on two important aspects of the problem.

First aspect is connected with conceptual and/or terminological imprecision. Cultural pluralism is most often defined by two terms: multiculturalism and interculturalism. If we ignore the fact that "multiculturalism" is mostly used in Anglo-cultures and "interculturalism" in the European Community member-states, it could be said that differences in terms reflect differences in conception not only in connection with the present reality of cultural plurality but in connection with social visions and objectives of cultural plurality, as well:

multiculturalism - based on descriptive-static approach; describes quantitative or external side of plural societies and ignores their internal qualities;

interculturalism - based on descriptive-dynamic approach; describes internal qualities of plural societies as relations but fails to recognize the nature of these relations. If used to denote social objectives, it fails to question the level of cultural interchanges which are prerequisites for development of unity in cultural diversity.

In culturally plural societies ordered as states with cultural majority and cultural minorities (ethnic groups) these groups do relate but their relations could be of different nature: Let us mention some of the possibilities:

a) selection (accommodation/adaptation of some aspects of minority culture/s/ to the mainstream culture; *vice versa* has not yet been recognized apart from negatively-laden terms such as "Balkanization", "Orientalization", etc.);

b) dominance-subordination (assimilation to majority culture)

c) reciprocity (cultural coexistence or biculturalism)

d) separation (self-encapsulation of minority cultures or their forced ghetoization)

f) conflict

Second aspect of the problem is connected with modes of cultural transmission in culturally plural societies ordered as states. Education in form of schooling is considered to be one of the most important instruments for cultural transmission and acquisition. As plural societies are characterized by plurality of cultures, we may ask what or better whose culture is transmitted through school and how it is transmitted? Is transmission based on hegemony, reciprocity, resistance, or exchange and cooperation? How objectives of cultural cooperation and exchange are achieved? If we take a bit from each side, is cultural plurality principle applied properly? Does multicultural/intercultural education meet needs of cultural unity in cultural diversity?

Here are some of the models of multicultural/intercultural education that have been devised to satisfy educational needs of culturally diversified population:

a) education for culturally different students (benevolent multiculturalism)
b) education for cultural understanding/about cultural differences
c) education for cultural pluralism
d) bicultural education
e) education as a normal human experience
f) education for human reconstruction
f) education for human relations
g) education for human rights
h) global education

Analysis of the models lead us to conclude that objectives of plural societies connected with cultural cooperation and exchange are only partly met by multicultural/intercultural education. School should not be a place where cultural monologues are ordered but a meeting point where continuous cultural dialogues and exchanges are practiced and developed, in both contents and methods of instruction. Students and teachers should work together to turn the educational arena in the place where full awareness of cultural exchange is adopted, knowledge on cultural linkages acquired and skills for cultural cooperation developed. It means that stories of diversity should be packed with stories of similarities as together they could bridge cultural divisions of "us" and "them" and minimize new forms of stereotypization and prejudices which emerge when we think that by knowing something we know enough to judge the other side.

Therefore, I suggest a notion of *acculturism* for description of exchanged cultural qualities of plural societies. It is based on evaluative-dynamic approach and describes internal qualities of plural societies as negotiated cultural exchanges and as linkages between majority and minority as well as among minority cultures.

Presentation on

"EDUCATION AND THE MULTICULTURAL SOCIETY"

by

Mr Maitland STOBART,
Deputy Director of
Education, Culture and Sport,
Council of Europe

1. INTRODUCTION

1.1 In my presentation, I will recall first of all:

(i) the Council of Europe's **long-standing commitment** to intercultural education;

(ii) some of the **challenges** to intercultural understanding in the New Europe.

1.2 I will then focus on three points:

(i) **the role and responsibility of the school;**

(ii) **history and identity;**

(iii) **the religious or spiritual dimension** of the multicultural society.

1.3 In conclusion, I will emphasise the importance of **civil courage** as one of the key concepts and outcomes of intercultural education.

2. A LONG-STANDING COMMITMENT

2.1 The Council of Europe has helped to pioneer the concept of **intercultural education** as the right response to the challenges of education in the multicultural society.

2.2 Although intercultural education is often associated with the phenomenon of migration, it is not limited to this context. Intercultural education in one form or another has been a "leitmotiv" of our education programme since the Council was set up in 1949. But it has been studied in **a variety of contexts**: migration, of course, but also the reconciliation of European nations after World War II, North/South interdependence and solidarity, the new situation in Central and Eastern Europe, and the development of European co-operation and integration.

2.3 The Committee of Ministers, which is the highest political authority of our Organisation, has recommended that education policies should be "geared to **fostering open-mindedness** and an understanding of cultural differences".

BEST COPY AVAILABLE

2.4 The Ministers stressed that intercultural education **concerns all children**, regardless of their origin, and they urged that training in intercultural sensitivity should be included in **teacher training.** Teachers should be aware of "the enrichment constituted by intercultural understanding and of the value and originality of each culture". The intercultural approach should **permeate the whole of school life**: the ethos and organisation of the school, as well as the content of the formal curriculum.

2.5 The recent far-reaching changes in Europe have led us to extend our work on intercultural education to include the question of **national minorities**. For example, we are running a major project called "Democracy, Human Rights, Minorities: Educational and Cultural Aspects". And we are lending our support to the International Institute for Intercultural Education in Timişoara in Romania.

2.6 The Council's thinking on minorities is well illustrated by **the Framework Convention for the Protection of National Minorities**, which was opened for signature in 1994. The Preamble stresses that "a pluralist and genuinely democratic society should **not only respect** the ethnic, cultural, linguistic and religious identity of each person belonging to a national minority, **but also create appropriate conditions** enabling them to express, preserve and develop this identity". The Framework Convention sets out the principles and obligations involved in the effective protection of national minorities "within the rule of law, respecting the territorial integrity and national sovereignty of States".

3. THE DARK SIDE OF THE NEW EUROPE

3.1 In October 1993, the first Summit of the Heads of State and Government of the Council of Europe's member States was held in Vienna. This Summit proclaimed **the Council of Europe's vision of the New Europe** - a continent where "all of our countries are committed to pluralist and parliamentary democracy, the indivisibility and universality of human rights, the rule of law, and a common cultural heritage enriched by its diversity".

3.2 On the other hand, the Summit warned against **the dark side of the New Europe**. And it condemned:

(i) the present resurgence of racism, xenophobia and anti-semitism in Europe;

(ii) the increase in acts of violence against migrants, immigrants and minorities eg. Gypsies;

(iii) the development of aggressive nationalism and ethnocentrism, which constitute new forms of xenophobia.

3.3 Furthermore - in most, if not all, European countries - economic change and restructuring have been accompanied by **unemployment, marginalisation and exclusion** which threaten the cohesion of our societies.

4. FAR-REACHING DEMANDS ON SCHOOLS

4.1 Across Europe, schools are being **pressed to respond to a wide variety of far-reaching political, economic and social developments** whose roots lie outside the education system.

4.2 For example, schools are being asked:

- (i) to help young people to have a fulfilling personal and family life and to become discerning consumers;
- (ii) to promote an active commitment to human rights and to the principles of pluralistic democracy;
- (iii) to contribute to intercultural understanding and harmonious community relations in multicultural societies;
- (iv) to prepare young people for a world of work that is characterised by rapid technological change and by persistent high unemployment;
- (v) to promote greater equality between women and men;
- (vi) to persuade young people to adopt a healthy life-style and avoid AIDS and drug addiction;
- (vii) to develop a sense of responsibility and stewardship for the environment;
- (viii) to encourage young people to see themselves not only as citizens of their own region and country but also of Europe and the wider world.

Of course, this list is not exhaustive.

4.3 At the risk of stating the obvious, **schools by themselves cannot solve such problems**, and we should have reasonable expectations of what can be achieved by our schools and their teachers. Programmes of intercultural education will only be effective if they are complemented by **a supportive climate** in our societies and **a firm partnership** between educators, politicians, and community leaders (including the Churches and NGOs) - all firmly committed to the values proclaimed in the Universal Declaration on Human Rights and the European Convention on Human Rights and Fundamental Freedoms.

4.4 Of course schools are **not the only source of education, information and opinion.** Other significant influences on young people are: the family; the peer-group; ethnic, cultural and religious traditions; the local and national communities; and the mass media. On the other hand, schools are **the official agents of socialisation**. And they should **promote rational thought and action** and fight the irrational.

5. HISTORY AND IDENTITY

5.1 In the present volatile situation in Europe, there is **a new sensitivity about national and ethnic identity**. Identity is a complex concept which covers: language; religion; and a shared memory and a sense of history - sometimes of historical grievance and injustice and even revenge. It is rich in symbols: heroes; battles lost and won; national anthems and songs; poetry; paintings; monuments; memorials; and street names. Occasionally, identity asserts itself **in a violent and destructive way at the expense of the identity of others**: migrants, immigrants, minorities, refugees, asylum-seekers and peoples of other nationalities, religions and races.

5.2 Traditionally, history teaching in schools has been **used as a vehicle** for:

(i) introducing young people to their national heritage and collective past;

(ii) building or strengthening a sense of national identity;

(iii) engendering a sense of national pride or patriotism.

5.3 In spite of the pressures to create and strengthen national identity, we should **not create an identity based on hostility and hatred**. History teaching should not encourage chauvinist and intolerant attitudes or lead to feelings of superiority and exclusion.

5.4 It is often assumed that all of us have only one single identity and that this identity is fixed and unchanging. In fact, **identities are rarely fixed or eternal**. They are in constant flux and change over time. **All of us can, and do, have several identities**. As was pointed out at our Symposium on "Mutual Understanding and the Teaching of European History", which was held in Prague last October, it is possible to identify with more than one ethnic or national grouping without experiencing a crisis or conflict of identity. For example, it is possible to be Black or Jewish, Welsh and British at the same time. There is nothing dangerous in having several identities. On the contrary, it is enriching.

5.5 The teaching of national history is a legitimate concern. But **nationalist history is not - repeat not - synonymous with nationalistic history**. National history can, and should be, taught in an open, non-exclusive way which:

(i) reflects the experience, origins and diversity of all members of the national community;

(ii) is not isolated from its European and world contexts.

5.6 **How do our history curricula and textbooks treat cultural and ethnic diversity** eg. minorities (including Gypsies and the Jewish communities in Europe), immigrants, migrants and refugees? Are pupils encouraged to see the European importance of, and the European influence on, events of national history? Curriculum planners, textbook authors and teachers might find it useful to consult **the checklist for the teaching of national history**, which was prepared at a recent Council of Europe Teachers' Course on "The Role of History in the Formation of National Identity". The questions on the checklist relate to curricula, teaching resources, classroom activities, and teacher training. They can be asked of history teaching in any education system.

6. THE MUTLI-FAITH SOCIETY

6.1 Multicultural societies are usually multi-faith societies, and we should not underestimate the importance of the religious or spiritual dimension of our multicultural societies.

6.2 If we are to live harmoniously with our neighbours, we need to **know more about, and be sensitive to, the faiths present in our community**: Catholic, Orthodox and Protestant Christianity; Judaism; Islam; Buddhism; Hinduism; and Sikhism. The development of respect for each other's religious traditions is particularly important in communities where young people of different faiths attend separate school systems.

6.3 The development of such respect can be achieved through courses of multi-faith religious education or through the inclusion of elements on religion in such subjects as history, philosophy, moral and ethical education or social studies. There are several interesting examples of **syllabuses for religious education which have been produced in partnership by the major faiths**. Many of them involve **extra-curricular activities** which include:

(i) the celebration of each other's festivals in multi-faith schools;

(ii) contacts and projects between schools on the one hand and religious institutions on the other - churches, synagogues, mosques, temples and gurdwaras.

7. THE IMPORTANCE OF CIVIL COURAGE

7.1 In conclusion, I would like to stress that, whatever form it takes, intercultural education is not synonymous with the mere teaching or learning of a body of facts about other peoples or cultures. As the Swiss educator, Gita STEINER-KHAMSI, has argued, we "cannot combat intolerance, prejudice and discrimination by teaching facts **about** others". And she points out that, in some countries, this approach to tolerance has led to the "folklorisation" and "exoticisation" of minorities.

7.2 Intercultural education, must, of course, include facts. But it should also be concerned with:

(i) **the acquisition of skills**, in particular: the ability to think for oneself; the ability to see other points of view; the ability to understand the nature of stereotyping and to detect prejudice; the ability not to be swayed by biased information and irrational arguments; the ability to recognise and accept differences; the ability to resolve conflict in a non-violent way; and the ability to use the mechanisms which exist for the protection of human rights at local, national, European and world levels;

(ii) **the development of attitudes**, in particular: open-mindedness; tolerance; curiosity; solidarity; compassion; altruism; empathy; and civil courage.

7.3 I would place **special emphasis on civil courage** as one of the key concepts and outcomes of intercultural education. The Vienna Summit condemned the development of a climate of intolerance in Europe. But, as Edmund BURKE pointed out in the 18th Century, "the only thing for the triumph of evil is for good men to do nothing". Or, as Martin Luther KING put it in our own times, "what is dangerous is not evil men, but the silence of good men".

Appendix 5

PEACE EDUCATION

by

Maja Uzelac

Date: 9th of September 1996

Peace

"The way we define our world actually creates our world. Our words and concepts are incredibly powerful and you and I must become conscious of how we use them to create reality."[1]

Look at the words which mean *peace* in different languages and listen how they sound:
OM SHANTI (Sanskrit), SHALOM ALECHEM (Hebrew), SALAM ALEKUM (Arabic), der FRIEDEN (German), MIR (Croatian), la PACE (Italian), la PAIX (Franch), PAX (Latin), la PAZ (Spanish), PINAM KANI (Chinese)...

How do we imagine peace? What is your conception?
Put down a few of your definitions to give yourself a sense of your own power to create reality. How you define life is intimately connected to what you already have experienced and to what you will experience in the future. What is your definition of: SAFE? CONFLICT? PEACE? and ENEMY? Let's spend a little time writing just one word for each of the questionmarks. Don't analyze this too much, please.

Now I want you to know how I use some of these words to create a new way of thinking about old "truths". (These "redefinitions" are not mine, I took them from those more experienced and inventive peace authors.) Here are for example - "safe" and "peace".
SAFE: Feeling of warmth and connectedness, feeling WITH, feeling in harmony with other beings in one's environment, feeling challenging, not requiring protection.
PEACE: Feeling in a safe space; to be in concord with yourself, with other beings and with nature; a sense of "interbeing"[*] .

Now we can look at the common way of thinking about peace. For the most people peace is not only inner state of mind, but a cultural, judicial, political, social and socio-economic phenomenon. The result is that peace is considered to belong to the

---

[*] If you are a poet, you will see clearly that there is a cloud floating in this sheet of paper. Without a cloud, there will be no rain; without rain, the trees cannot grow; and without trees we cannot make paper. The cloud is essential for the paper to existIf the cloud is not here, the sheet of paper cannot be here either. So we can say that the cloud and the paper INTER-ARE. "Interbeing" is the word that is not in the dictionary yet.." (Thich Nhat Hanh, ***Peace Is Every Step***, Bantam Books 1992)

BEST COPY AVAILABLE

area of social sciences which indeed have made a great contribution in community building relationships with their study of conflicts. Let us look at some of these most frequently used definitions of peace, and try to find which (if any) of these sentences suits us ("our" word for peace) the best.

- Peace is a state of harmony and brotherhood between people and nations.
- Peace is the state of human relationships without violence and war.

Lawyers would insist that the solution to conflicts depends upon the transformation of the judicial concept of a fair war into that of the right to peace - or, in other words, the transformation of the ***law of force*** into the ***force of the law***.[2]

The first idea of peace is utopian and idealistic and stressing passivity. Peace is some kind of blissful, mellow state which we may get to "someday" - and where we are all so nice and agreeing on everything (and we may keep killing each other because those others aren't fitting into our fantasy of what peace is supposed to look like).

The second idea of peace is seen within the war-peace opposition. Peace is an interim between wars. Peace is the opportunity to heal the wounded, bury the dead and sharpen our swords so we'll be ready for the next battle when it inevitably comes.

UNESCO's Constitution states: "Since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed". Here is the idea of peace meant as a state opposite to war, and - if *the minds of men* were meant as personal, internal qualities - peace is an inner state of being.

Since 1993 I have been involved with the activities and projects of teacher's trainings in peace education and conflict resolution . More than three years of organizing workshops and seminars on nonviolence within Croatia - in all crises or war zones (such as Karlovac Zadar, Biograd, Dubrovnik, Pakrac, Osijek, Gospić, Županja) for about 2000 teachers, pedagogues, psychologists, social workers and other professionals and paraprofessionals (a lot of them under stress) with a small group of peace education trainers and activists - have given me an experience which completely changed my inner world model and my way of thinking. For me - peace is a **very dynamic, difficult, alive process** in which the inner feeling that you are just where you're supposed to be (= to be in harmony with yourself) is very much connected with cooperative and shared creativity, dealing with one another with respect (= to be in harmony with others) and thus with your environment (natural, cultural, national, religious and/or global). You don't need to be necessarily "nice" or quiet or unconfused; in fact this new experience of peacefulness could exist right in the midst of a conflict which leads towards greater understanding and mutual respect.

"The approach of those who work for peace, is the following:

- to avoid all violence, in order not to use the same methods of those who commit violence (that is, dealing with the behavior of those who commit violence);

- or to struggle against all violence with all available means (it means dealing with the behavior of those who have violence done to them)....
This means it is necessary to work simultaneously on the attitudes of both sides: violent party and of those to whom violence is done.
Nonviolence is thus based on two main principles:

⇒ First principle: NO VIOLENCE
⇒ Second principle: PERSONAL POWER."[3]

Peace Education

What I have experienced as a peace education trainer, during the war and after the war in Croatia, is this: peace education gave me (and my participants - teachers and students) **empowerment** and **hope**. Giving lectures and workshops in conflict resolution and peace education I realized that this non-educational goal was more important than the development of "conflict literacy". I shall not focus on the difficulties we had as volunteers in peace education: it is not hard to understand that midst in the war, when the people were full of hatred and fear, and when the Croatian government was fighting for international acknowledgment of independence - it was not easy to inspire the spirit of tolerance, mutual trust and intercultural and interconfessional connections between people.
The word *peace* was not liked, it was suspicious. In 1994 I visited Northern Ireland and I saw very similar hatred and mistrust between Catholics and Protestants. I saw big walls between the two communities in Belfast and I was shocked by the fact that other peoples and other countries suffer from the same desease.. From the distance I could understand much better our situation. And I saw how powerful and effective is Quaker peace education project, Corrymeela center and the work with children. It has been said that Corrrymeela is an attitude of mind and a way of life. [4] I got inspiration and I learned a lot from the books of The Churches' Peace Education Programme / "Peacemakers", Power To Hurt", Power To Heal" etc./.
I was encouraged. Because I realized that political conflict could be solved by other means and not by only political solutions.

What is peace education?

It is a conscious attempt to construct the peace between people, inside people, and between people and nature. I saw in my peace education practice as well as in the mirror of Northern Ireland that being at peace with oneself (inner ecology), at peace with others (social ecology) and living in peace with the environment/nature (planetary ecology) are 3 inseparable parts of the peace concept[5] building a new, more holistic paradigm.

Peace education has to be stressed as a process too, and not a quick-fix solution to the problems of the world. It is affirming the worth of each person, developing a sense for self-esteem and value, the skill of non-judgmental listening, and working together in a cooperative climate without winners and losers. "It is about never missing an opportunity to give responsibility to children", as Tom Leimdorfer, peace education worker for the Quakers, says.

Peace education fits in to the new paradigm of education. The following model will try to describe it.

EDUCATION

OLD PARADIGM	NEW PARADIGM
emphasis on content	emphasis on process
given information	lpersonal responsibility
learning as product	learning as journey
priority on performance	priority on self-image

What does peace education teach?

Most of us were educated in ways which encouraged competition and conformity. Neither of these gives us the skills to resolve conflicts constructively, without inflicting hurt on others. So peace education develops attitudes and behaviors which foster a creative conflicts resolution at every level - from marriage and the family, through our social and business affairs, ethnic and religious relationships, to government and the international scene.[6]

It teaches about conflict as a danger and as an opportunity for new relationships, about conflict as a normal everyday life fact. And it teaches about peace as an active process. "There is a world of difference between pacifism and passivity."[7]

A conflict can be presented in a form of a triangle with A,B,C corners. A means attitudes, B - behavior and C - conflict issues. Whatever occurs at any of these corners affects both the others. Different parts of peace education concentrate on each corner. Some universities in the world have specialist departments in peace and conflict studies, which analyse the common features of conflict at different levels, from personal to the international. But three parts of peace education should not be taught by giving information. Workshops with experiential learning are the right method. They teach by creating the situations through which the students can examine their attitudes and behaviour. They learn from their own experience. Such workshops have been developing for many years, and UNICEF currently looks for ways of assessing what difference they make in pupil's actual behaviour.

If the time permits, I would like to tell you more about one of such projects carried out by Croatian Ministry of Education, Care Canada and UNICEF in 3 schools in Croatia: one in Pakrac and two in Osijek. It was a pilot training and research project involving upper level elementary school pupils (Fifth Graders) and aimed to provide data and resources concerning trauma, conflict resolution, bias and prejudices and children rights that could be disseminated to other areas of Croatia and the former Yugoslavia. Three of us - a teacher, psychologist and pedagogue - prepared a manual / *Za Damire i Nemire; A Door To Nonviolence/* which included all three parts of peace education: attitudes, behaviour and conflict issues plus activities for trauma healing. The training program was designed for 20 sessions with children, and after the initial teachers training the teachers themselves decided who would start with the programme. At 4 schools all teachers, headmasters and parents were informed and involved in the planning and implementation of the project. The peace education programme started in the second half of the schoolyear (ending in June 1996 with final testing). It might be thought by some that plans to evaluate attitudes and behaviour are inappropriate in a time of crisis. But if the teachers, parents and children are involved in the planning and developing programme - and the instruments are made so that the children are "listened to" - they whole process is a great success. I had three supervisions in Pakrac school (with 3 groups of children) and one in Osijek, and I was surprised by children's and teacher's feedback, enthusiasm and changes in social atmosphere and relationships between children. You must take into consideration that Pakrac was one of the heaviest war zones and in these classrooms are children from different sides, it means, Croatian and Serbian children. I couldn't believe my eyes and ears how sensitive and approachable were the children to the training. It was for me the real evaluation. The results of the research are not available yet.

So I was encouraged again. There is also a big advance done in developing different materials in conflict resolution and peace education by Croatian authors, for example: "Sukob ili suradnja" (Conflict or Cooperation) - by Josip Janković, "Nenasilno rješavanje sukoba" (Nonviolent Resolving of Conflict) by Nina Pečnik and Marina Ajduković, "Igrom do sebe" (games and activities for group work and social learning) by Bunčić, Ivković, Janković, Penava, "Mirotvorni razred" (Peace Education in the Classroom) by Mira Čudina-Obradović and Dubravka Težak, "Budimo prijatelji" (Let Us Be Friends) by Bognar, Uzelac, Bagić, "Pomozimo djeci stradaloj u ratu" (Help the children exposed to war) by Ministry of Education Croatia, "Korak po korak do oporavka" (Step by Step to Recovery) by Barath, Matul, Sabljak and others. This and a lot of voluntary work and readiness for the peace education training will promote and potentially institutionalize the understanding and practices of conflict resolution, bias awareness and peaceliving skills through a schools trainings medium. We hope to be given the support and permissions from our Ministry of Education too.

Work on attitudes helps people to become aware of bias and prejudice in themselves and their society. Almost all of us have been hurt by someone's prejudice, whether against our gender, our ethnic or national identity, our physical appearance, our profession or our social position.

Peer mediation, one type of conflict resolution being explored in schools in many countries (not yet here) - that is training children to mediate or facilitate the conflicts between their friends at school, rather than using teacher's authority and the school rules. This is a very clear example of peace education, which gives people the power to resolve their own conflicts in cooperative way.

Many schools are becoming interested in some form of peace education. They may see it as a resource for dealing with specific problem like bullying. It is effective if the whole school policy changes: it means - that all the staff and parents and pupils know what it is and work together in harmony to create a climate in the school of "This is a place where no one need be afraid."[8]

"There will always be conflict in family, school, neighborhood, and elsewhere. Conflict is an inevitable part of life and the only way to achieve the much-needed changes. Violence is, I think, introduced into conflicts by people who are actually afraid of conflicts. Peace education begins at home. When the home has taught a child that negative feelings like anger and fear can be handled safely, and that agreement can be reached even when people disagree strongly - that child is lucky.

What can peace education do in the schools and in the family / culture / society ?

Early Christian church was pacifist; indeed, pacifism seems to have constituted a major distinction between early Christianity and both the warlike Roman empire and the equally violence-prone Old Testament Jewish tradition. Many early Christian martyrs died for refusing service in the Roman legions.[9]
But we still have wars, somebody could say, and one of the most wicked and sickening wars was this one you had here in Croatia and Bosnia from 1991 to 1996. What is pacifism or peace education worth then? It is up to you to find out the answer for yourself. One answer is to start working on peace education.
At the end I would like to share with you one wonderful story which also tells you the most wonderful answer on many questions you have.

THE HUMMINGBIRD STORY

There was a big fire in the forest and all the animals and the birds were fleeing as fast as they could. They were in panic and feared for their lives, all that is, except for one tiny creature. The hummingbird was flying to and from a nearby lake. Over and over it went down to the lake, took a drop of water in it's beak, flew back to the flaming forest and dropped the water.

A hawk want past and cried out scornfully, "what are you doing, do you think you will put out the fire with your small drops of water?".

The hummingbird patiently replied: "no, I do not think I will, but I will have played my part."

---

[1] Danaan Parry, WARRIORS OF THE HEART, Cooperstown 1991
[2] Ferencz, B.B ,Keyes,K. PLANETHOOD, THE KEY TO YOUR FUTURE, Preface by Robert Muller, Love Line Books 19991
[3] Palfoort Pat, AN INTRODUCTION TO NONVIOLENCE, Nyack/London/Brussels 1990
[4] Mc Creary,Alf, CORRYMEELA; THE SEARCH FOR PEACE, , Belfast 1975
[5] Weil, Pierre: THE ART OF LIVING IN PEACE,; Towards a New Peace Consciousness, UNESCO 1992
[6] Lampen, John: PEACE EDUCATION; AN INTRODUCTION, "Reconciliation Quarterly", Spring 1994
[7] Ulster Quaker Peace Education Project, Annual Report 1993-1994
[8] Lampen, John: *Conflict-Busters*, Hope Project 1994
[9] Barash,P.David, INTRODUCTION TO PEACE STUDIES, Wadsworth Inc. 1991

Council of Europe Conference, Dubrovnik, September 1996

Managing Conflict through international school projects

Supplementary information

The European Studies Programmes

The following information is taken from the Internet pages of European Studies

EUROPEAN STUDIES

Overview

Since 1986 European Studies has promoted joint study and communication among students and teachers in several (currently 15) European countries with the aim of increasing mutual understanding, awareness and tolerance in the youth of contemporary Europe.

The various units of study/topics in both the Junior and Senior Programmes have been designed to assist students in examining not only areas of shared interest to-day, but also areas of conflict in the past. They are intended to broaden the students knowledge and understanding of their own place and their relationship to others in the Europe of to-day

Participating students are grouped in multi-lateral clusters. Normally each cluster will have at least one school from the Republic of Ireland and at least one from Northern Ireland.

It is intended that students following the European Studies

Programmes will increase their knowledge and develop skills and competencies which will lead to better communication and an awareness of what we share and what we can contribute and receive from being Europeanstogether. This shared identity is not promoted at the expense of local or regional cultures or interests. In the course of their studies, students are encouraged to carry out investigations on a variety of levels. They research a wide range of perspectives amongst the peoples of Europe and are encouraged to develop an appreciation of their own regional contribution to European culture and identity as well as an understanding of that of their neighbours.

Students are encouraged to develop the skills necessary to use technology as an effective tool in communication, and in the Senior Programme in particular, to develop the ability to understand and to communicate in at least one non-native language, so that they will be prepared as adults to take advantage of the opportunities arising from being part of contemporary Europe.

Over 370 schools and colleges are currently participating in European Studies. Financial support for central administration is provided jointly by the Departments of Education in Northern Ireland and the Republic of Ireland, and varying degrees of support for schools is supplied by regional and national educational authorities in Belgium, Denmark, England, France, Germany and Spain in addition to the above-named Departments. Schools in Austria, Italy, the Netherlands, Norway, Poland, Sweden and Finland also participate.

The Junior Programme is curriculum based. It offers Units of Study supported by specially produced materials in the areas of English, Geography and History and uses English as its language of communication. It is appropriate for students aged from 11-16 years.

The Senior Programme, which is adaptable for students of 15 years and over, is a one year course of study which is cross-curricular in scope and allows students and their tutors to choose from a range of topics with economic, political, cultural, technological, social and environmental perspectives.

Associated Examining Board
Certificate in
Contemporary European Studies

Information about the Certificate in Contemporary European Studies which is awarded by the Associated Examining Board should be obtained from their office at:

Associated Examining Board
Stag Hill House
Guildford
Surrey GU2 5XJ
England

Tel: (44) 1483 506506

Further information on European Studies may be obtained from:

European Studies Office
Ulster Folk and Transport Museum
153 Bangor Road
Holywood
Co Down BT17 OEU
Northern Ireland

Tel: +44 1232 425285
Fax: +44 1232 427992
E-mail: office@esp.dnet.co.uk

European Studies Office
Town Hall
Navan
Co Meath
Republic of Ireland

Tel: +353 46 22896
Fax: +353 46 22897

Email: andrewr@iol.ie

These pages maintained by:J.P. Fay - esp@iol.ie
http://www.infm.ulst.ac.uk/~esp/

++

Additional Information on computer conferencing in history

1. **CampusWorld**
Address; Westside,
London Rd,
Hemel Hempstead
HP39YZ
United Kingdom

http://www.campus.bt.com/CampusWorld/

2. Examples of questions discussed in the latest conference from January-June 1996.

The First world War

Dr Keith Jeffrey

To what extent were the main causes of the First World War imperial?

Why did the great majority of Irish people, nationalist and unionist, rally to the British side at the outbreak of the First World War?

……

Russian Revolution

Dr Ray Pearson.

'The First World War precipitated the Russian Revolution; the Civil War(1918-1921) perverted the Russian Revolution'. Did war prove as damaging to the Bolsheviks as to the Tsars?

++

Weimar

Dr Ian Connor....

'It was the Great Powers rather than the Germans who were primarily responsible for the collapse of the Weimar Republic'. Do you support this view?

……………………………………………………………………………

Nazism and Hitler

Ken Ward.

How far is it valid to describe National Socialism as Hitlerism?

Causes of World War Two.

Was any one power more responsible than any other for the outbreak of war in Europe in 1939?

++

Stalin; domestic policies and World War Two

Ray Pearson.

'Do the developments within the Soviet Union over the 1930's substantiate the denunciation of Stalin as 'The Red Tsar'?

'Three quarters of all German casualties in the Second World War were on the Eastern Front'. How grateful should the West be to Stalin, the Red Army and the Soviet Union.

++

The Cold War

Tom Fraser.

'The Cold War was the inevitable consequence of the victory of Roosevelt and Stalin over Hitler'. What do you think?

3. Examples of previous discussion on the Origins of the First World War, taken from Roger Austin, Computer conferencing in history. London 1995.

Item 4 10-DEC-93 23:24 Caucus Setup
Responsibility for the outbreak of war

Which state do you think was most to blame for the outbreak of war in 1914 and why?

24 Discussion responses
4:1) Limavady Grammar 12-JAN-94 10:44

Germany were the instigators of the war. The Germans had been playing the aggressors since the fall of Bismarck.Kaiser Wilhelm destroyed Bismarck's delicate system of alliances. He immediately began a naval race with Britain which he subsequently lost. They were the cause of both the Moroccan incidents.

4:2) Roger 'Austin' 20-JAN-94 16:47

Well, inevitably Limavady nominate Germany and few historians would disagree. It is generally felt that, if there were crucial alterations in policy in the July crisis which help to explain why war occurred then and not (as Q1 asks,) earlier, then it is to Berlin that we have to look. At the risk of eliding some of our earlier points it would be worth asking why the German decision makers believed that 1914 was the time for a new policy, what they expected to gain from the policy, and indeed what that new policy should be? Was Germany deliberately risking a world war, a European war, or did she hope that there would simply be a third Balkan war - a localised conflict leading to the crushing of Serbia? If the latter how was the plot supposed to unfold? And what went wrong? V.R.Berghahn's book Germany and the Approach of War in 1914, though relatively old, still has some interesting points on all of this and there are helpful chapters in H.W.Koch The Origins of the First World War (Second Edition) particularly by Zechlin and Erdmann.
Alan Sharp.

4:5) Rockwell High school 28-JAN-94 13:45

I agree with Limavady. Initially Austria's determination to crush Serbia was fully backed by German support. The "blank cheque" backing for Austria set everything in motion

4:6) Altkirch 31-JAN-94 10:33

ALTKIRCH HIGH SCHOOL (FRANCE. 14-15 years old students)

We agree with Limavady that Germany was most to blame for wanting the war but we do think France too wanted to have a war and especially longed to have ALSACE-LORRAINE back: this part of French territory was taken by Germany after the French defeat in 1870-71 war and France never accepted it. Not only French government but French people too, and a lot of Alsaciens-Lorrains at the same time just expected the first opportunity to regain it back. However France was really afraid of Prussian militarism and general German surge of economical and political power. The Morocco crisis had been a sort of warning of what could happen if Germany was to be let alone in its ambitions. So it was very clear that France, if not willing to set on hostilities wsould be rather willing to go on with them...

4:8) Lycee Montaigne Mulhouse France 07-FEB-94 17:06

Voici le texte de la contribution de la classe de 1 8 S (16/18 ans, section scientifique) du Lycee Michel de Montaigne de Mulhouse (Alsace) France. (Mulhouse est a 15 km de la frontiere allemande)
Nous sommes en train de traduire ce texte en anglais.

Pour retrouver les accents, remplacez \a l'aide de votre traitement de textes :

/e par e accent aigu (Alt 130)
\e par e accent grave (Alt 138)
\a par a accent grave (Alt 133)
~e par e accent circonflexe (Alt 136)
~o par o accent circonflexe (Alt 147)
~i...par i accent circonflexe (Alt 140)

question :
Quel etat pensez-vous le plus condamnable en ce qui concerne l'eclatement de la guerre en 1914 et pourquoi ?

reponse

1. L'Autriche-Hongrie est responsable par son intransigeance vis a vis de la

BEST COPY AVAILABLE

Serbie au debut du conflit.

2. mais l'Allemagne l'a soutenue, a pris l'initiative de declarer la guerre a la Russie, a la France et d'envahir la Belgique. L'Allemagne etait orgueilleuse de sa reussite economique. Elle etait un des berceaux de la haine raciale et etait pangermaniste (rassemblement des peuples de la meme langue). L'Allemagne avait ete l'une des dernieres a la course a la colonisation et jalousait les vieilles puissances coloniales (la France avec le Maroc : affaire reglee en 1914) et l'Angleterre, avec qui elle avait eu une competition economique, commerciale et navale.

3. Cependant, tous les autres pays avaient une part de responsabilite :

a) La Russie

Pleve, un ministre russe, disait : "Nous avons besoin d'une petite guerre victorieuse pour arreter la maree revolutionnaire". Stolypine, ministre russe pour la revolution, disait : "La guerre seule peut assurer le triomphe de la revolution : sans guerre, elle est impuissante;"

b) L'Angleterre n'a pas joue son role de temperateur.

c) La France avait une haine pour l'Allemagne, soutenait la Russie, et n'acceptait pas la perte de l'Alsace-Lorraine.

d) Le chauvinisme et le nationalisme enfin, etaient la mentalite dominante dans les massespopulaires et ceci expliquait en partie l'impuissance de la deuxieme Internationale Socialistea arreter la marche a la guerre. Tous les etats cultivaient plus ou moins le nationalisme et l'utiliserent.

Nous aimerions connaitre l'avis des autres participants sur le meme sujet.

4:9) Alan Sharp 09-FEB-94 15:41

The intervention from Mulhouse is very welcome and represents a very balanced appraisal of the situation in 1914. Their attempt to shift the spotlight from Germany to Austria-Hungary, France, Russia and Great Britain is important. Is it too easy to blame everything on to Germany?

What do you think that Austria was hoping to achieve in 1914? Why was Serbia of such importance to her? And why did Austria seek Germany's backing before she pushed matters to extremes with the Serbs? Yet even when she had reassurances from Germany (the famous 'blank cheque' of 5 July) why did it take until 23 July to issue the Austrian ultimatum to Serbia?

At the same time their argument, like that of Rockwell, does come back to

BEST COPY AVAILABLE

the crucial importance of the support and encouragement given to Austria by Germany in July 1914 - once again the fascinating question of what motivated the German decision-makers of July 1914 to stand Bismarck's defensive alliance with Austria on its head and to issue the blank cheque. It would certainly be worth looking at the terms of the1879 alliance between Austria and Germany. In what circumstances did Germany have to help Austria? Would the original terms have covered the request for support made by Emperor Franz Josef on 4 July?

Mulhouse and Altkirch then go on to shift the focus from the crisis of July 1914 to longer term problems, in particular the issue of Alsace-Lorraine and the way in which the bitterness of the loss of the two provinces in 1871 meant that no long-term reconciliation was possible between France and Germany. It is sometimes argued that Bismarck based his whole system of alliances on his own assessment of countries that could never work together as friends eg France and Russia because one was a Republic and the other an autocracy. Do you think this is a reasonable assessment? If so, what differences that might be thought to be irreconcilable existed in Europe before 1914?

Alsace-Lorraine was also a spur to nationalist feelings and resentments. This raises the question of what other long-term issues Europe had faced before 1914 which contributed to the atmosphere and the eventual make-up of the two sides in 1914. Any suggestions?

A later part of the discussion**********************************

4:16) OMAGH ACADEMY 15-MAR-94 14:40
HELLO FROM 13B HISTORY CLASS

Anouski and Naomi

Who is to blame for the 1914 War?

Although many historians instinctively blame Germany with her aggressive foreign policy, other Great Powers invariably contributed. Austria - Hungary issued the infamous ultimatum to Serbia which fuelled the initial crisis and was responsible for inciting Serb nationalism, especially with the annexation of Bosnia-Herzegovina in 1908. Serbia itself, with its volatile cocktail of different ethnic groupings, also played a part in the starting the 1914 war, most notably with its refusal to accept A-H ten demands, although this is perhaps lessened by the fact that she was prepared to accept 9 of them. France and Russia also exacerbated the crisis through the reliance on the intricate and ultimately catastrophic system of alliances which effectively divided Europe into 2 relatively balanced armed camps. Britain too contributed towards this, although she may perhaps be commended for her attempt to resolve the Balkan crisis internally

BEST COPY AVAILABLE

rather than internationally; however, obviously she did not succeed in this aim. However,there can be little doubt that Germany was the main instigator.

Conor and Stefan.

The lateness of Germany's unification created a new power that was hungry for colonies and influence but had "missed out" on all "free" land. Therefore to create a great German Empire, Germany would have to take land from other powers. Imperialism was not a disease unique to Germany - it was a worldwide epidemic and to gain respect in the eyes of the world land wa required; unfortunately the land Germany sought was already claimed by major powers or their allies. There was no moral crime committed by Germany - she was not the sole aggressive power in Europe - it was merely that the occupiers of the land she sought had entrenched themselves via a system of alliances and defensive forces vastly superior to those possessed by the African tribesmen robbed by the British, French and other powers.

Judith and Judith

We agree with what has already been said but would like to add the following :
Throughout history Russia has felt herself to be the mother of all Slav nations and when Serbia was attacked by Austria - Hungary she felt obliged to help Serbia.
European nations were not experienced with the methods of modern warfare and too easily were prepared to use war as an instrument of diplomacy.

Jonathon and Robert

The misconception of another party 's capabilities or intentions as something which can lead to war "by mistake". Professor Quincy Wright of Chicago University concluded that wars have unique causes in special combinations and circumstances, but general pressures or influences do seem to be at work. He claims that wars are largely unforeseeable and unavoidable.

LOOK FORWARD TO HEARING FROM YOU.

4:20) E2000 29-APR-94 14:30

Hello, we are sixth formers from Thornhill College, Derry - Lisa, Emma, Keavy and Catherine.

At a first glance, the assassination of the Austrian Archduke, Franz

Ferdinand, appears to have been the catalyst launching the outbreak of world war one. A closer analysis however reveals that it was, in actual fact, a combination of numerous events that brought about the war in question. Undoubtedly though, the rest of the war lies mainly in the hands of the tension between Austria and Serbia.

Serb nationalism existed in South East Europe and they dreamed of one day uniting all Serbs and Croats, but this could be realised only at the expense of territorial unity. As a result, Austria saw Serbia as a threat to her very existence. She felt that Serbia must be curbed. Thus, Austria seized on the assassination of Franz Ferdinand as the pretext for a preventive war with Serbia. However, this does not reveal why the war became a world one.

It is possible to assume that Germany entered out of loyalty to Austria, being her Alliance partner. Russia joined in defence of Serbia whom she had failed to support in the Bosnian crisis and was not prepared to let her down again. To do so would jeopardize her status as a world power. Britain and France were Russia's Entente partners and perhaps felt an obligation to her. The war may also have been seen by all the countries as the opportune time to settle the colonial disputes and, in the case of Britain and Germany, the naval dispute.

1914 was the point in history when all these factors could be together to be resolved. In doing so, they produced world war one.

4:21) Sligo Grammar School · 04-MAY-94 15:02

While the various suggestions of national characteristics and human nature are relevant they do not address the original question. It seems that Russia must in fact bear most of the responsibility for the war as she was in fact in a position to prevent it. After Sarajevo Austria-Hungary decided to take action against Serbia if Germany would agree to support them . However Russia was adamant that they would support Serbia.When the German Chancellor demanded that Russia suspend mobilisation she refused. The Schlieffen plan was put into operation and Germany was at war with Russia on August 1. Had Russia remained neutral there would have been a quick defeat of Serbia by Austria and Germany instead of the long and bloody war that took place.

Richard Mitchell, Sligo Grammar School, Sligo

- - - - -

4:22) Dominican College, Portstewart 05-MAY-94 14:03

Group 1 ; In response to Limavady Grammar, we at Dominican College feel that, through the network of alliances, conflicting ambitions and fears it is very difficult to blame one state only for the outbreak of the war. We feel that to state un-equivocally that Germany was the culprit is to look at only part of the equation. It could be said, however, that Germany was the most responsible and

provided the vital link in the chain to the escalation of conflict. She was, to a certain extent, the most potentially aggressive European state. We feel that Germany's policies of i) naval expansion, ii) the financial penetration of the near-east and iii) the development of an African empire helped to alienate opinion in Europe against her. Although Fischer places excessive emphasis on Germany's "willing on war" to divert attention from her domestic crisis it was undoubtedly a formidable force behind her foreign policy. However, to skip over the significance of Serbia, Austria and the Russian Empire is unrealistic as all three had an important role in the outbreak of war.
- Linda, Lucy, Gregory, Michelle and Aishling.

Group 2 ; Germany, it is fair to say, was more responsible for the outbreak of the war in 1914 than any other country. However, it was a combination of circumstances which led to the outbreak of the war. The involvement of other countries such as Russia, Austria-Hungary, and Serbia cannot be overlooked. If an attempt at diplomacy had been made by any of the above states then perhaps war could have been averted. All must take a portion of the blame for the cause of the war. Russia for defending Slav interests in the Balkans; Austria for wanting to stamp out Serbian nationalism. It could be said that the alliance system was what brought other countries into the conflict. Britain only joined in defence of Belgian neutrality. To sum up, during the July Crisis, not one country was willing to stop the war. War presented opportunities for the various countries involved to gain what could not be attained by peaceful means. - Paul and William.

Group 3 ;Who was to blame?
We feel that every country had some part to play in the out-break of war, no matter how small.
France: The least responsible for war in 1914, although many French people were still aggrieved at the loss Alsace-Lorraine,they were not in a position to go to war but had no choice when Germany attacked.
Britain: Britain did have a choice. They had made it clear that they would defend Belgian neutrality in the event of a German attack and informed Germany too late.
Russia: Mobilized at a time when such a move could provoke war. Also her pride was at stake after the Russo-Japanese war and the failure to support Serbia in the 1908 Bosnian crisis. Austria-Hungary: Too influenced by German policy. Felt that she had to act in such a way so that her Great Power status would not be undermined.
Germany: followed a series of miscalculated risks.
1) The Schiefflen Plan - failed.
2) A-H acted too slowly.

3) Russia moved too quickly.
4) Assumed a localised and a quick conflict.
5) Assumed British neutrality.
6) Thought that 1914 was the last chance to win a European war and thus ensure Great Power status.
Factors which led to her blame - 1) Blank cheque to A-H. 2) Fear of encirclement. 3) Aggressive Foreign Policy.

HOPE TO HEAR FROM YOU SOON!

Bernie, Simon , Leonie , Catherine, Cathy ,Gillian and Shelia .

4:23) Wernher von Braun Gymnasium, Friedberg, Bavaria. 11-MAY-94 10:15

Richard Mayr,Friedberg/Bayern ***
Of course Austria-Hungary couldn't tolerate the provocation by Serbia --the assassination of Archduke Franz Ferdinand. Now A-H thought that Serbia would be easy prey for it. A-H dictated such hard conditions to Serbia which could not be accepted by Serbia. A-H felt safe because of the blank cheque from Germany. And A-H declared war on Serbia. In this situation France recognised that Germany was threatened by war on two fronts and because of this it saw the chance to get back Alsace-Lorraine and declared war on Germany. Germany seemed to be very strong and Kaiser Wilhelm 11 didn't think that France would attack Germany. He urged A-H to declare war on Serbia.

*****

Thomas Greisinger, Friedberg / Bayern
Meiner Meinung nach ist nicht allein Deutschland die Schuld am Krieg zu geben. Natuerlich war es ein Fehler, Oesterreich einen Blankoscheck zu geben. Aber auf der anderen Seite, denke ich, hat auch Serbien einen Teil dazu beigetragen: Wieso hat Serbien nur einen Teil der Bedingungen Oesterrreichs erfuellt? Wenn Serbien
nicht irgendwie die Finger im Spiel gehabt haette (bei der Toetung des Thronfolgers), dann haette es doch einfach den Oesterreichern ihre bedingungslose Unterstuetzung nach der Suche des Terroristen zugesagt und das haette sicherlich einen Krieg verhindert - aber dem war nicht so. Auch Oesterreich reagierte viel zu unueberlegt -wegen des Todes von nur einem Prinzen mussten ungefaehr 8
Millionen Menschen sterben. Insgesamt wuerde ich sagen, lag oder liegt die

BEST COPY AVAILABLE

Hauptschuld bei Oesterreich und Serbien und nur ein kleiner Teil bei Deutschland.

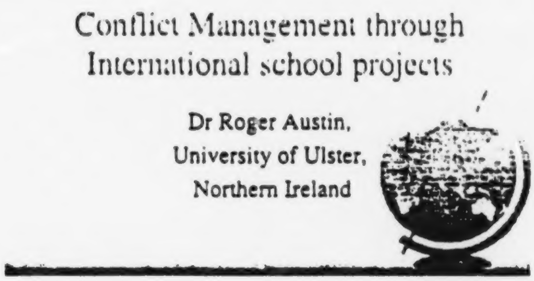
What this excerpt shows is that students write at length, they write with confidence and the substance of what they have expressed is marked by a careful and balanced appraisal of the options open to each of the countries involved in the outbreak of war. In addition to the factors we have noted in explaining such quality - the sense of audience and the motivation that comes from taking part, there is a third element. CMC does not of itself guarantee a high level of interaction and conferences on other topics for 16-18 year old students have not generated the same level of discourse. The fact that useful comments were made in this particular conference is almost certainly because the topics were central to the students' examination courses, the questions were seen to be relevant, and the participants had the certainty that their views would be read and reacted to by historians and by other students. In other words, teachers and students could regard the time spent on CMC as extending what they had to do anyway, while at the same time giving them a unique forum to 'test out' their knowledge against the opinions of 'specialists' and peers. The claim that students write better in a computer conference than in normal class assignments evidently springs from harnessing the communicative and participatory power of CMC to the perceived demands of the syllabus.

It is worth making one further point at this stage arising from the students' comments.There are some attempts in the previous extract to come to terms with the nature of CMC and in particular to weave in comments which explicitly refer to the views expressed by other participants. Searching for the right kind of language to register disagreement is no easy task when the medium of CMC denies contributors the chance to use body language or tone of voice to express nuances of meaning. When all meaning is carried in the written text, the choice of language to show dissent has to be chosen with care. Since interaction with other students lies at the very heart of CMC, teachers may need to give students guidance in this relatively new medium for written expression.

4. Further Information

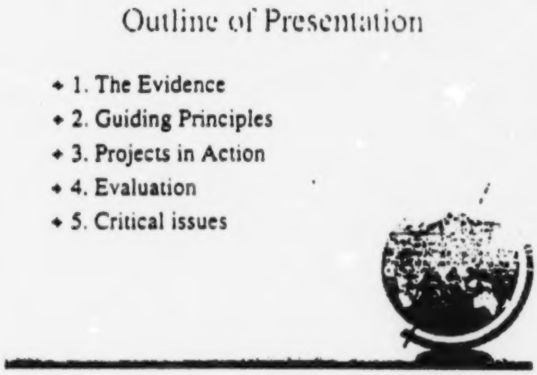
Anyone interested in further details can contact Roger Austin

E-mail ; either RSP.Austin @ulst.ac.uk or roger.austin@campus.bt.com
Phone; 44 1265 44141
Fax; 44 1265 324918
The School of Education,
The University of Ulster,
Coleraine,
N.Ireland BT521SA
United Kingdom



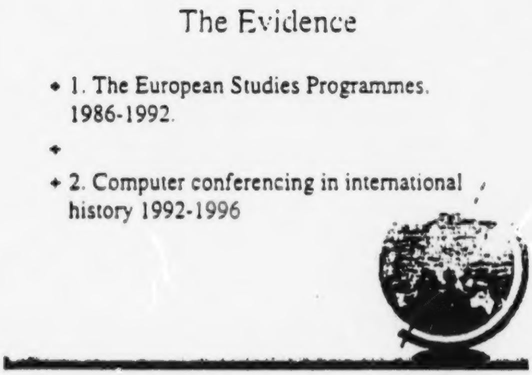
Conflict Management through International school projects

Dr Roger Austin,
University of Ulster,
Northern Ireland



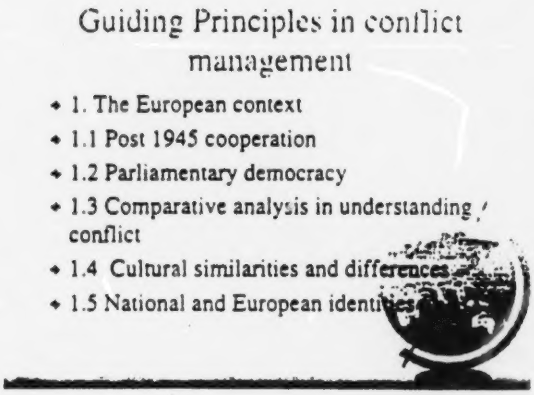
Outline of Presentation

- 1. The Evidence
- 2. Guiding Principles
- 3. Projects in Action
- 4. Evaluation
- 5. Critical issues



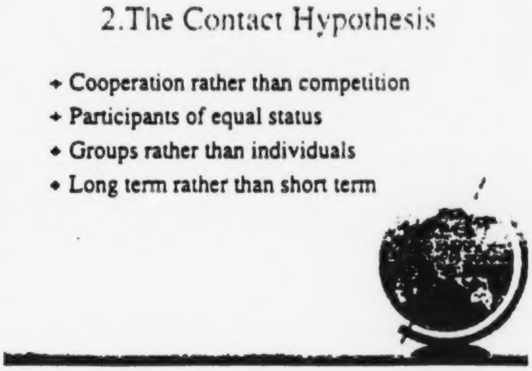
The Evidence

- 1. The European Studies Programmes. 1986-1992.
-
- 2. Computer conferencing in international history 1992-1996



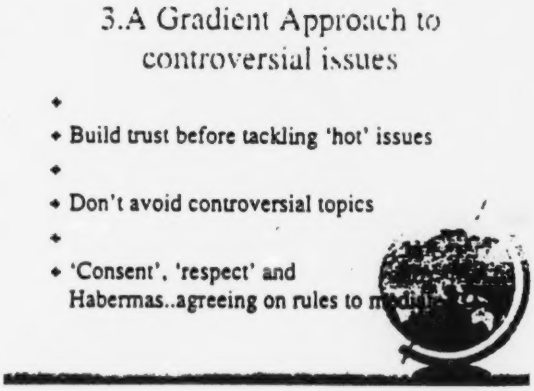
Guiding Principles in conflict management

- 1. The European context
- 1.1 Post 1945 cooperation
- 1.2 Parliamentary democracy
- 1.3 Comparative analysis in understanding conflict
- 1.4 Cultural similarities and differences
- 1.5 National and European identities



2.The Contact Hypothesis

- Cooperation rather than competition
- Participants of equal status
- Groups rather than individuals
- Long term rather than short term



3.A Gradient Approach to controversial issues

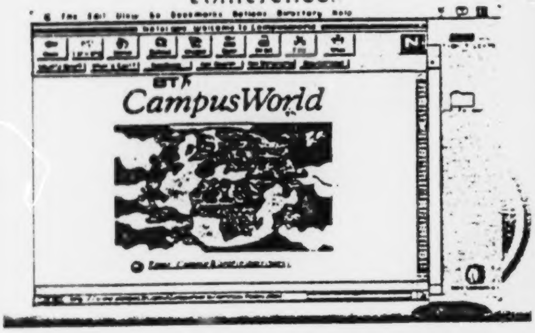
-
- Build trust before tackling 'hot' issues
-
- Don't avoid controversial topics
-
- 'Consent', 'respect' and Habermas..agreeing on rules to mediate

BEST COPY AVAILABLE

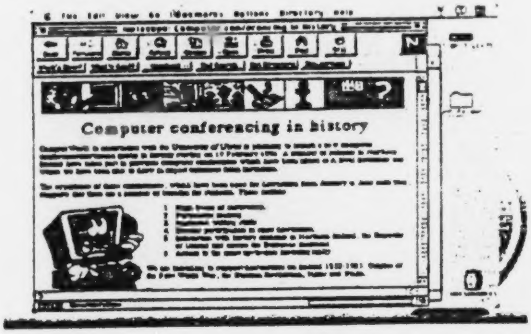
Example 2: Computer conferencing in International history

- 200 schools in 6 countries
- Conferences 'open' for 6 months
- 16-18 year olds, trainee history teachers and 'experts'
- Topics on 20th century
- French, German and English used

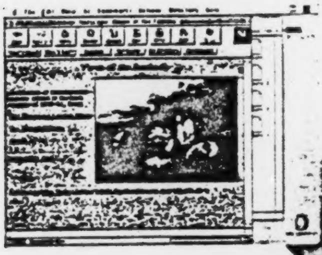
The system used to host the conferences



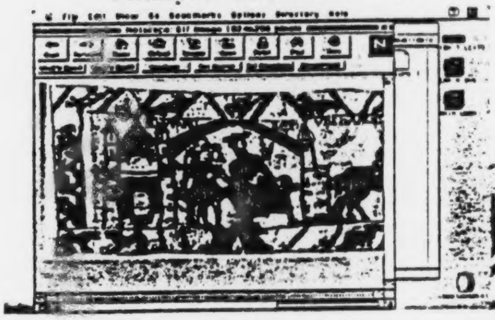
The CampusWorld introduction



New developments with history and the Net



Visual Stimulus in Conflict Analysis and discussion

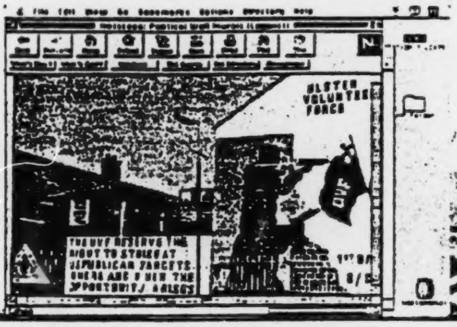


CMC in history; some conclusions

- New interpretations and evidence brought into play by experts
- Importance of evidence and perspectives
- Creation of a community of learners with a 'flat hierarchy'
- Improved motivation and writing skills

BEST COPY AVAILABLE

Conflict ..the daily reminders



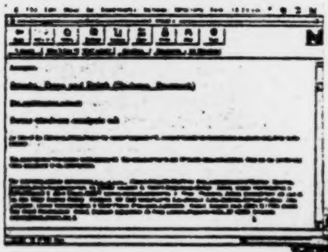
4. Projects in Action: Framework

- 1. Integrate in normal school curriculum
- 2. Provide accreditation where possible
-
- 3. Use face to face and distance learning links
- 4. Underline role of teachers and give training

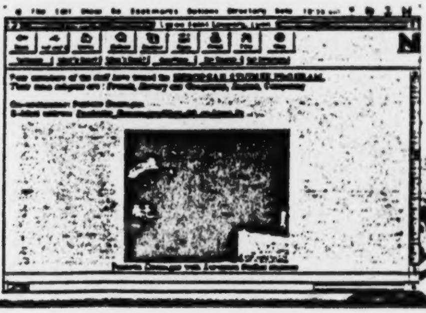
Example 1: European Studies Senior Programme...

- 370 schools in 15 countries
- 1 year programme for 16-18 year olds
- 'Clusters' of schools across Europe
- Use of email, video-conferencing and the Internet
- Residential planning courses for teachers

Example of students' collaborative work



Example of school page on the Internet



Accreditation

- Schools may enter students for the Certificate in Contemporary European Studies
- Provided by the Associated Examining Board
- Based on coursework and written exam
- Taken by students in 5 European countries

BEST COPY AVAILABLE

5. Distance learning and conflict mediation;some conclusions

- Asynchronous discourse used in e-mail and computer conferencing=
- Time for reflection
- Equal opportunities
- Focus on text+quality of argument
- Contribution from experts
- Large numbers

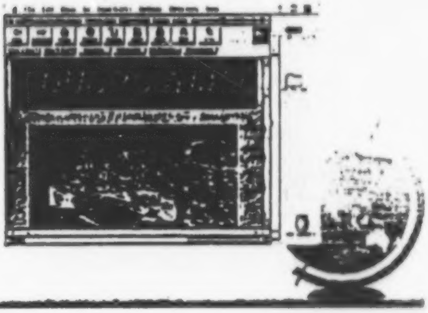
6. Face to face learning and conflict mediation: some conclusions

- Team building and active learning
- Developing self esteem
- Language and personal skills for negotiation
- Role play to see how European Parliament and Council of Ministers handle conflicting interests on drugs, environment,etc
- Accept validity of different positions but search for accommodation

7. Critical Issues

- 1. The significance of self-esteem. Implications for teaching styles and teacher training.
- Reaching the disaffected and alienated.
- Continued financial support at national and European levels.
- Creation of trans-European computer network and cmc software.

Thanks for listening..any questions?



BEST COPY AVAILABLE

We are aware that conflict occurs on a daily basis within our homes, at school and in other situations on a local and global scale. We hear of major conflict causing pain and anguish to many whenever we hear or read the news. Within our own lives we can learn strategies to help solve conflicts so that we all have our needs met. Conflict has many definitions, the one we will use is when two or more people or groups feel that they have needs that can not be met mutually. the needs may reflect ideas or beliefs, values, possessions or behaviours of others.

Jane Sleigh, Cotham Grammar School, Bristol, England.

Most people think that conflict is negative. But it is not so. It is neutral. It is a signal that change is approaching. Dealing positively with conflict can help to enhance creativity, improve communication, enrich relationships and generate better and lasting solutions.

Molly Fernandes, St. John's High School, Bombay, India

Workshop:

Conflict Management and School Links and Exchanges

1. The International School Network: Peace Education & Conflict Resolution

The workshop run by Mr. Ruediger Teutsch from the Intercultural Centre, Vienna (Austria) provided an insight into the theory and practice of peace education and conflict resolution in an international network of schools. This project has been carried out by the Austrian ministrz of education and the Intercultural Centre during the past 18 months.

Four continents were represented by the schools from

- Rosario (Argenina)
- Graz, Tamsweg, Vienna (Austria)
- Szolnok (Hungary)
- Bombay (India)
- Skopje (Republic of Macedonia)
- Geldrop (The Netherlands)
- Lagos (Nigeria)
- Bratislava (Slovakia)
- Bermeo (Basque Country, Spain)
- Bristol (England)
- Kennebunk (USA).

More than 1000 students and some 60 teachers were connected in the "International School Network: Peace Education & Conflict Resolution". Their task was to raise the awareness of problems and conflict areas in their school environment, to identify concrete conflicts and to analyse the situation, the behaviour and the attitudes of the involved people or parties. Finally the students and their teachers worked out proposals of conflict resolution and acted as mediators.

The students and teachers did not only exchange information about their school system, the cultural background and everyday life but focussed very strongly on the topic of conflict. Various methodological approaches to identify conflicts (e.g. action research, questionnaires, interviews, observation, taking photos, etc.) was distributed and discussed with the linked schools in Europe, Asia, Arica and North- and Southamerica.

The project was accompanied by three international training seminars for the teachers coordinating the projects in the schools all over the world. These seminars supported the teachers to plan their conflict resolution project according to the workphases "introduction", "awareness", "analysis", "dealing with conflicts" and "evaluation". But the teachers also acquired skills of action research, discussed the structure of international communication (e-mail, fax, letters, videos) and got familiar with various aspects of society, culture and historz of their partner schools.

An international team of trainers and researchers planned and organized the project and carried out a study about the personal developement of students and teachers as well as the changes of the school organization due to the conflict resolution project.

2. The Methodology of Conflict Management

In order to gain a better understanding of methodology of conflict management at school the participants of the workshop had the opportunity to take part in a simulation game that was succefully used by a number of schools all over the world.

The so-called "NASA game" simulates a situation of being ship-wrecked on the moon. In order to get back to the mother spaceship the crew has to make a ranking which of the 15 left articles (fm-transmitter, oxygen, water, guns etc.) is the most important. This task was carried out in small groups. Observers watched the decision making process and gave a detailed feedback on the behaviour of the groupmembers.

A film about bullying was presented. The "no-blame approach", used at several schools in the United Kingdom, involves all parties of a conflict. In the beginning information material about the conflict is collected. The conflict parties are interviewed but not accused for their behaviour. Then the students are helped to "step into the shoes" of the others to understand the underlying emotions and needs. Finally the students work out a plan how to deal with each other in the future. The last stept is a kind of evaluation after a week or two in order to see in which ways things have changed.

Conflict analysis was tried out. The participants were asked to choose an individual conflict either of their working situation or a personal one. Applying theories about the "components of conflict" (situation, behaviour, attitudes), Burton's "human needs theory" and the categories of "conflict styles" the participants developed not only a clear understanding about the methodology but also experienced the advantages of conflict management for their own life.

3. Theoretical Approaches to Conflict Management

Brief inputs about the definition of conflict, the origins of conflict, the human needs theory and different conflict styles were presented to the working group. The theories were appreciated very much especially in connection with the opportunity to experience them in practice.

4. Background Papers & Support

The following background papers are available:

- detailed report on the workshop "Conflict Management and School Links"
- used materials (NASA game, Conflict Styles, Worksheet for Observers)

- newsletter of the International School Network: "Peace Education and Conflict Resolution"
- contacts with teachers and students of the International School Network can be established.

For further information please contact:

Dr. Ruediger Teutsch,
Interkulturelles Zentrum,
Kettenbrueckengasse 23,
A-1050 Wien,
Austria.
Tel.: +43.1.5867544,
Fax:+43.1.58675449,
e-mail: ruediger.teutsch@blackbox.at

Council of Europe: Council for Cultural Co-Operation

1996 Conference of the Network on School Links and Exchanges "Cultural Diversity, Conflict, Co-Operation and School Links and Exchanges"

Dubrovnik, 11-15 September 1996

Report of the Working Group on History Projects and School Links and Exchanges

History was a constant theme throughout the conference, and not just in this working group. This is hardly surprising, given the importance of the subject, particularly in an international setting. History has immense potential as a subject for school exchanges and links of all kinds; however, it also carries dangers and the consequences of teaching it in a mistaken or distorted form can be serious. It is therefore of the highest importance to devote time and thought to the form and content of links in the subject. This is underlined by the importance history has been accorded by the Council of Europe, which has named history teaching as one of the three priorities for its new project on secondary teaching in Europe.

Controversy and Differences of Interpretation

At the start of the workshop participants were asked to list what they considered the ten most important events in the history of Europe. There was considerable variety in their lists; even when asked to refine these lists down to the three most important, topics selected ranged from the European revolutions of 1989 and their aftermath, through to the impact of the Roman Empire. Nor is this a surprising outcome, since this sort of difference of opinion is part and parcel of the nature of historical discipline: there is no single body of accepted facts or interpretations that is accepted universally as a sort of common currency. Different national traditions will view the same events in very different ways, and herein lies much of the value of international links involving history: it often comes as a great surprise to realise that one's own view is not universally shared. But history teachers need to be aware that this sort of discovery will not always be particularly welcome, and that parents, and sometimes governments, can be nervous about challenges to received versions, particularly of national history.

Practical Problems

Establishing links between schools within a history context will never be straightforward. At the most basic level, there is an immense variety in the structure of the history curriculum across Europe, so that, even if one takes two classes of the same level, in eqivalent schools, in two different European countries, there is still a very good chance that they will be studying very different historical periods and topics. Sometimes this will be the result - naturally and rightly - of giving due prominence to the history of their particular nation or region; thus one would not expect schools in Nicosia to give the same degree of attention to the history of Poland as schools in Warsaw. Sometimes, this will be the result of undertaking historical topics in a different order: although there is a common regard to a chronological approach across Europe, within this this there is considerable variety, so that even where schools do study largely similar topics, there is, in reality, relatively little chance that they will do them at the same time.

From this emerges an important question: should links and exchanges be integrated into the normal school curriculum, or should they be undertaken outside it, as an extra component? The group was not able to reach a consensus on this question, for each approach has its advantages and drawbacks. On the one hand, to integrate the link into the curriculum has the immense advantage of making it immediately and obviously relevant to the pupils' educational needs; it is easier to "sell" the link to headteachers, administrators or parents - or, indeed, to the pupils themselves. On the other hand, this approach can immediately hit the problem of different history curricula already referred to; equally, even though a topic is on the curriculum, it may not always be practical to devote the time to it that a link or an exchange demands.

Running a link outside the normal curriculum has various advantages: it broadens the curriculum beyond just what is on the examination syllabus; selecting a suitable topic for the link can be a valuable exercise in itself for the partner schools to undertake; and this gets round the problem of the differences in the varous school curricula. On the down side, however, it means finding extra time in the school day (not to mention extra money); since the link will neither carry its own form of accreditation, nor contribute directly to the pupils' examination courses, it risks lacking status and esteem in the eyes of head teachers, parents and - again - the increasingly pragmatic pupils themselves. The group heard how teachers in the Republic of Ireland benefit from a year within the school cycle, just after the lower cycle of examinations, which is deliberatley set aside to allow for this sort of extra-curricular work, but this remains the exception rather than the norm. In the end, the group was not able to reach a consensus on the best approach, and it is porbably simplest and fairest to draw teachers' attention to the two approaches, and to their accompanying pros and cons.

Links of Many Types

There is no one single form that history links and exchanges might take. The group considered a number of different types of project, including a number that are already up and running. Some of these are described in a new Council of Europe publication, "History Without Frontiers" (Strasbourg 1996) which was available in draft form at the conference. These include:

1. Work based upon local history
2. Work on historical or archaeological sites
3. Projects based upon a geographical region
4. Curricular projects
5. Work based upon the production of textbooks or resources
6. Role play exercises
7. Projects based upon the use of Information Technology

Much of the detailed description of these projects is contained in the report, but it is worth making a few points here. Local or site-based work has great potential for cross-curricular initiatives, sometimes from unexpected angles. Detailed investigation of - say - an eighteenth century house, can lead into work involving art, mathematics and even physics or engineering. Among projects based upon a geographical region, the long-standing Baltic Sea Project is particularly worthy of note, and has been the subject of a separate Council of Europe publication; a similar initiative is currently starting up in the Black Sea region. Curricular projects are perhaps more difficult to initiate, since by definition they require the support of government or examination organisations, though this can be obtained; we heard elsewhere in the conference how the European Studies Project has been able to produce its own certificated examinaiton through an English Examination Board. The production of satisfactory joint textbooks or resources is notoriously difficult; but there are particular possibilities if one takes a particular region as a focus, rather than necessarily attempting to cover the whole continent: there is, for example, a project working on a regional textbook on the history of the Balkans. The group indulged its leader by participating in a role play exercise, recreating a small part of the 1919 Paris

Peace Conference, in order to get a sense of how such exercises can work, but also the difficulties that students can encounter, not least from the need for a relatively high level of both the spoken and the written language of the exercise. Finally, although the group did not consider the issue in detail because it was being looked at elsewhere in the conference, important mention needs to be nade of the possibilities offered by Information Technology for developing links in history. This was outlined to the conference by Dr Roger AUSTIN, and will feature in a separate report from the conference; however, it needs to be said that his project on Computer Conferencing in History offers one of the best chances yet for teachers to integrate an international dimension into their normal pattern of teaching, without the need either to undertake extra work or to spend large sums of money.

Some Issues and Problems

Apart from the practical question of whether or not to integrate links into the normal curriculum, we considered two particular issues:

1. Language and Resources
2. Handling Sensitive or Controversial Issues

Language and Resources

Any link has to be undertaken in at least one language, and this immediately creates a difficulty, since some students will be working in thir mother tongue while others will not. It can be tiring to work for long periods in another language, and sometimes textual material can demand a high degree of linguistic proficiency. The group considered some ways round this. Where difficult or complex concepts are essential to the theme of the exchange, it is important to make sure these are understood clearly from the start of the exercise, using language teachers if necessary. Sometimes it may be possible to make use of visual material, either in addition to, or instead of, written text. The end product of the exercise, for example, might be a piece of art work. However, teachers intending to use symbols or visual images need to be particularly aware that symbols do not all have universal meanngs, and in some cases the same symbol can have completely opposite meanings in different cultures. This needs to be approached with particular care if the exchange will involve contact with extra-European cultures.

History books, particularly school textbooks, carry a heavy load of cultural "baggage". There is no way round the fact that a French history book will present history from a recognisably French perspective, which will be different from the perspective in an Italian book, which will be different from that in a Portuguese or a Danish or an Austrian book - and so on. However, instead of seeing this as a stumbling block, we need to recognise that it carries considerable potential for valuable work. If schools were simpy to exchange textbooks, for example, pupils and teachers would immediately be presented not just with a language but with an interpretation and an outlook which is different - perhaps very different - from their own. In many ways this simple exercise can itself achieve a great part of the encounter which should be at the centre of any international link. An interesting case in point occurs in those schools which offer a "section bilingue", where some subjects, often including history, are taught in a different language. Obviously teachers need materials in the language, which is why, for example, British history textbooks sometimes find their way into oter European classrooms. But a British history textbook is not simply a history book in English; it offers a distinctly British outlook, which might or might not be acceptable elsewhere. In this way, pupils can learn very quickly to question the "received wisdom" or the "authority" of the textbook, and so to develop the critical approach to materials and interpretations that is central to the subject.

In this connection, an important point was made about the danger of treating Europe in a vacuum, ignoring the rest of the world. In particular, we need to be aware that classes right across Europe operate in a multicultural context; teachers need to consider how best to bring not just a different European view into their pupils' vision, but also a Caribbean, an Asian or an African outlook.

Sensitive and Controversial Issues

This is an issue that has been discussed before, but it remains an important but difficult issue for any history teacher, and especially for teachers wishing to establish international links. The group agreed that it is important to confront difficult issues, and that - perhaps contrary to common expectations - these are by no means confined to the events of recent history. However, it is not usually a good idea to plunge straight into them: there needs to be a time not just for participants to get to know each other socially but also for them to develop a certain level of mutual confidence and trust. Tackling sensitive issues head-on, therefore, can be particularly difficult in short exchanges, where time is limited.

There was considerable discussion about the potential attitude of governments to this sort of international exchange of ideas and interpretations of controversial and sensitive issues, and some anecdotal evidence was offered of governments being particularly cautious about how particular issues might be discussed. The group felt, however, that it would be more common for international contacts to throw into doubt some generally accepted versions of the past, and teachers need to be aware that this will not necessarily be well received. In particular, this can be misunderstood, even resented, by parents or by the media. It is for this reason that the call issued at the start of the conference by Mr Maitland STOBART for teachers to display moral and civil courage needs to be underlined for all history teachers participating in international initiatives.

EUROCLIO

Most European countries have some form of association for history teachers. The precise nature of these associations varies from country to country: the French association combines teachers of history and geography; Italy has a series of regional associations; the United Kingdom association is not confined to teachers; in addition, the activities undertaken by these association varies in a similar fashion. However, these associations remain one of the most important channels for activities involving history teachers, and members of the network are well advised to get in touch with their own national associations in order to promote international initiatives. History Teacher Associations from across Europe have joined together in a pan-European Standing Conference of Associations, known as EUROCLIO, which is obviously an important point of contact for anyone considering establishing European initiatives in history. EUROCLIO can be contacted via its President:

Ms Joke VAN DER LEEUW-ROORD
Louise Henriettesraat 16
NL-2595 DEN HAAG
The Netherlands
Tel: (31) 70 385 36 69
Fax: (31) 70 385 36 96

Conclusion

History is an unusual subject in the school curriculum in that it is so often studied in a national context - does anyone study "Greek Chemistry" or "Latvian Mathematics"? This national element is extremely important, but it is not, and never has been, the full picture. Frequently, studying the past as the history of a particular modern state is to distort the past. Should the history of the Baltic states form part of the "history of Russia", as it did when they were part of the Soviet Union, or should they be considered as part of the "history of Germany", which would make sense for much of the mediaeval period, or should they be considered as a separate entity? Should the history of Dubrovnik feature as part of Italian history? Should the history of Ireland be included in a wider "history of the British Isles"? These questions raise sensitive and difficult modern political problems; nevertheless, they need to be addressed, because the political and social landscape of today does not reflect what happened in the past. It is very frequently the case that an international approach to history is not a luxury, or an exercise essentially of academic interest, but a more honest and a more accurate approach than the prevailing orthodoxy. In this way, international links and exchanges in history can be seen as serving not just the wider aims of the Council of Europe and its education programme, but also the central core demands of the historical discipline. In the end, an international approach is a service to the truth.

Sean Lang
Hills Road Sixth Form College
CAMBRIDGE
CB2 2PE
United Kingdom
Tel: (1223) 247251
Fax: (1223) 416979

Appendix 9

COMMUNICATION AND THE FUTURE

Chair: Alida MATKOVITCH

Some aspects to explore:

How do Network members want to communicate, both among themselves and with others? Do we want/need annual meetings? Communication through media, traditional or new? If we foresee an Internet presence for the Network, what would we like it to include? What are the most important messages of the Network?

After discussion, and, keeping in mind your personal answers to the question "What do I want to get out of the Network?/What can I offer to the Network?", please establish a list of no more than three priority issues. Wherever possible, add some suggestions for co-financing, etc. For example: if you want to continue to meet annually, could you imagine alternative sources of funding.

COMMUNICATION ET L'AVENIR

Présidence: Alida MATKOVITCH

Quelques voies à explorer:

Comment les membres du Réseau souhaitent-ils communiquer, entre eux et avec d'autres? Souhaitons-nous des réunions annuelles?. Sont-elles nécessaires? Comment pouvons-nous communiquer avec l'aide des médias, traditionnelles ou nouvelles? Si nous envisageons une présence du Réseau sur Internet, qu'est ce que nous souhaiterions inclure? Quelles sont les messages les plus importantes du Réseau?

Après discussions, et n'oubliant pas vos réponses personnelle aux questions "Qu'est ce que je souhaite obtenir du Réseau/En fin puis-je contribuer", on demande à votre group de se mettre d'accord sur trois priorités au maximum. Si possible, pensez aussi aux possibilités de co-financement, etc. Par exemple, si vous souhaitez continuer les réunions annuelles, pourriez-vous imaginez des sources de financement différentes.

PILOT PROJECTS, SCHOOL LINKS
Chair: Silvia MITTEREGGER

Some aspects to explore:

What is the Network's specificity in this area? Role of pilot projects in the Network. Intensive regional networking, e.g. the Black Sea Project, South-South exchanges, projects with Bosnia, etc. What distinguishes a pilot project of THE Council of Europe from other activities? Where would you like to see priorities? Where is cooperation with other structures and programmes to be envisaged?

After your discussions and keeping in mind your personal answers to the question "What do I want to get out of the Network/What can I offer the Network", please establish a list of no more than three priority activities, including, wherever possible, suggestions for financing/co-financing them.

PROJETS PILOTES - LIENS SCOLAIRES
Présidence: Silvia MITTEREGGER

Quelques voies à explorer:

Le rôle des projets pilotes du réseau. Etablir des réseaux régionaux, p.e. le Projet de la Mer Noire, des échanges sud-sud, projets avec la Bosnie-Herzégovine, etc. Comment peut-on distinguer un projet pilote du Conseil de l'Europe des autres activités? Ou est ce qu'on peut envisager une coopération avec d'autres structures et programmes?

Après vos discussions, et n'oubliant pas vos réponses personnelles aux questions "Qu'est ce que je souhaite obtenir du réseau, Comment puis-je y contribuer?" votre groupe est prié d'établir une liste de trois priorité au maximum. Dans la mesure du possible vous êtes invités à penser aussi aux questions financières.

TRAINING
Chair: Georges RICHELLE

Some aspects to explore:

What is the Network's specificity in this area? What would be the most useful model for you? So far, the Network has concentrated on training for teachers and teacher trainers - can you think of other target groups? Are there any training activities which would be useful for the Network members themselves?

After your discussions and keeping in mind your personal answers to the questions "What do I want to get out of the Network - what can I contribute" your group is requested to define no more than three priority training activities you would like the Network to carry out in the near future. Wherever possible, please include suggestions for co-funding.

FORMATION
Présidence: Georges RICHELLE

Quelques voies à explorer:

Quelle est la spécificité du Réseau dans ce domaine? Quel est le modèle le plus intéressant pour votre pays? Jusqu'à maintenant, le Réseau s'est concentré sur la formation des enseignants et des formateurs. Y a-t-il des groupes cibles différents? Y a-t-il des besoins de formation de la part des membres du Réseau eux- mêmes?

Après votre discussion, et n'oubliant pas vos réponses personnelles aux questions "Qu'est ce que je souhaite obtenir du réseau - comment puis je y contribuer?", votre groupe est prié d'établir une liste de trois activités prioritaire au maximum que vous aimeriez voir réalisées dans un avenir proche. Dan la mesure du possible, ajoutez des suggestions de (co) financement.

THE YEAR 2010
Chair: Jenny HALL

Some aspects to explore:

What will the Network look like in the year 2010? Cooperation with other European and international institutions. A bigger membership requires new working methods? Dare to dream!

After your discussions, and keeping in mind your personal answers to the questions "What do I want to get out of the Network - what can I contribute", you are invited to sketch a scenario for the Network's development on a structural level.

L'ANNEE 2010
Présidence: Jenny HALL

Quelques voies à explorer:

Le Réseau pour l'an 2010 - comment sera-t-il? La coopération avec d'autres institutions européennes et internationales? Un plus grand nombre de membres demande des méthodes de travail différentes.

Après vos discussions, on a demandé au groupe de travail d'esquisser un scénario pour le développement structurel du Réseau.

Appendix 10

DRAFT PROGRAMME

Wednesday 11 September 1996

Afternoon: Arrival of participants

16.00 Meeting of the co-ordinating group and working group leaders

19.00 Welcome evening at the Rectors Palace
Musical entertainment and Buffet

Thursday 12 September 1996

08.30 Network's own meeting

09.00 Official opening of the Conference

Mr Maitland STOBART, Deputy Director of Education, Culture and Sport

10.00 Coffee

10.30 Presentation of the Croatian education system

Ms Vlasta SABLJAK, Ministry of Education, Zagreb

11.30 "Education and multicultural society"

- Dr. Vedrana SPAJIĆ-VRKAŠ, professor
  Department of Pedagogy
  University of Zagreb
- Mr Maitland STOBART

12.30 Lunch

16.00 Working groups

1. Conflict Management and International School Links
   Facilitator: Dr Rüdiger TEUTSCH, Interkulturelles Zentrum/Vienna
2. Media, Citizenship Education and International School Partnerships
   Facilitator: Mrs Evelyne BEVORT, Centre de Liaison de l'enseignement et des moyens d'information/Paris
3. History Projects and School Links and Exchanges
   Facilitator: Mr Sean LANG, Historical Association/Cambridge

19.00 Dinner at Hotel. Croatian Evening

Friday 13 September 1996

08.30	"Conflict management through and in international school projects" - Ms Maja UZELAC - Dr Roger AUSTIN, University of Ulster, Coleraine
10.30	Coffee
11.00	Questions and discussion
12.30	Lunch
15h00	Presentation of the Pilot Project "Visions of Europe" - Mr Roberto RUFFINO and Mrs Françoise FOUQUET
16.00	Workshops
18.30	Presentation of workshop group reports
18.30	Maitland to talk to Croatian teachers
20.00	Dinner at the Taverna

Saturday 14 September 1996

09.00 - 10.00	Presentation of the Framework for Teacher Training and the Long Term Training Course Mr Helmut FENNES
10.00 - 10.30	Coffee
10.30 - 11.30	The future of the Network. Discussion groups.
11.30 -12.30	Feedback of Discussion groups and Review and evaluation of the Networks activities
12.30	Lunch
afternoon	free
21.00	Official closure and farewell dinner

Sunday 15 September 1996

Departure of participants

Appendix 11

LIST OF PARTICIPANTS

SPEAKERS/CONFERENCIERS (PLENARY SESSIONS)

1. Education and multicultural society

Dr. Vedrana SPAJIĆ-VRKAŠ
Department of Pedagogy
University of Zagreb, Croatia

Mr Maitland STOBART
Deputy Director of Education, Culture and Sport
Council of Europe, Strasbourg

2. Conflict management through and in international school projects

Ms Maja UZELAC
Department of Pedagogy
University of Zagreb, Croatia

Dr Roger AUSTIN
Cairnvale 15
Coleraine BT51 3BN
County Londonderry
NORTHERN IRELAND
Tel: 44 265 536 94
E-mail: RSP.Austin@ulst.ac.uk

School of Education
University of Ulster
Coleraine
NORTHERN IRELAND

WORKING GROUPS/GROUPE DE TRAVAIL

1. Conflict Management and International School Links

Facilitator: Mr Rüdiger TEUTSCH
Interkulturelles Zentrum
Kettenbrückengasse 23
A - 1050 WIEN
Tel: 43 586 75 440
Fax: 43 586 75 449
E-mail: ruediger.teutsch@blackbox.at

2. Media, Citizenship Education and International School Partnerships

Facilitator: Mme Evelyne BEVORT
Directeur déleguée du CLEMI
(Centre de liaison de l'enseignement et des moyens d'information
391, rue de Vaugirard
F - 7501 PARIS
Tel: 33 1 53 68 71 38
Fax: 33 1 42 50 54 74 et 42 50 16 82
E-mail: bevort@ext.jussieu.fr

3. History Projects and School Links and Exchanges

Facilitator:
Mr Sean LANG
Head of History
Hills Road Sixth Form College
GB - CAMBRIDGE CB2 2PE
Tel: 01223 247251
Fax: 01223 416979

9 Glenacre Close
GB - CAMBRIDGE CB1 4DX

PRESENTATIONS OF THE NETWORKS PROJECTS

1. Pilot Project - Visions of Europe

M. Roberto RUFFINO
Intercultura, Centro di Formazione
Intercultura
Via Gracco del Secco, 100
I - 53034 COLLE VAL D'ELSA
Tel: 39 577 921 427
Fax: 39 577 920 948

Mme Françoise FOUQUET
30 bis, bd Jourdan
F - 75014 PARIS
FRANCE
Fax: 33 1 40 78 18 88

2. Long Term Training Course and the Framework for Teacher Training

Mr Helmut FENNES
Interkulturelles Zentrum
Kettenbruckengasse 23
A - 1050 WIEN
Tel: 43 586 75 440
Fax: 43 586 75 449
E-mail: iz.vienna@blackbox.ping.at

DELEGUES/DELEGATES

ALBANIA/ALBANIE

Mr Vladimir THANATI, Inspecteur des Relations Internationales, Ministria e Arsimit, Rr Durresit Nr 23, TIRANA, ALBANIA
Tel: 355 42 22260
Fax: 355 42 32002
355 42 222 60
Langue de travail: F

AUSTRIA/AUTRICHE

Ms Anna STEINER, Ministry of Education and Cultural Affairs,
Minoritenplatz 5, A - 1014 VIENNA
Tel. 43 1 53120 3511
Fax: 43 1 53120 3535
E-mail: anna.steiner@bmuk.gv.at
Langue de travail: E

BELARUS

Mr Ioury BELOUSSOV, Senior Inspector, Foreign Department, Ministry of Education and Science, Sovetskaia 9, 220010 MINSK, BELARUS
Tel: 375 172 264975/375 172 264484
Fax: 375 172 271736/375 172 208483
E-mail: zoot@minedu.Minsk.by
Langue de travail: E

BELGIUM/BELGIQUE

French Community/Communauté française

M Georges RICHELLE, Ministère de l'Education de la Communauté française de Belgique, Cellule SOCRATES, Place Surlet de Chokier
15 -17, B - 1000 BRUXELLES.
Tel: 32 2 221 89 38
Fax: 32 2 221 89 23
E-mail: Be.Fr-Richelle@Lingua.Eurokom.ie
Langue de travail: F

BULGARIA/BULGARIE

Mme Ivanka YORDANOVA, Departement des relations internationales, Ministère de l'Education de la Science et des technologies, bd Dondoukov 2A, BG - 1000 SOFIA
Tel/Fax: 359 288 49 74
Langue de travail: F/E

CROATIA/CROATIE

Prof. Alida MATKOVIC, Deputy Head, Department for education abroad and international educational cooperation, Ministry of Education and Sports, Trg Burze 6, 41000 ZAGREB
Tel: 385 1 45 69 044/385 1 45 69 000
Fax: 385 1 41 04 92 / 385 1 45 69 093
E-Mail: Alida.Matkovic@public.srce.hr
Langue de travail: E

CYPRUS/CHYPRE

Mr Abraham SEPOS, Ministry of Education, CY - NICOSIA
Tel: 357 2 303 466/357 2 302 884
Fax: 357 2 443 515
Langue de travail: E

DENMARK/DANEMARK (excuse/apologies)

Ms Annemarie HOLM, ICU, Vandkunsten 3, DK - 1467 COPENHAGEN, K
Tel: 45 33 14 20 60
Fax: 45 33 14 36 40
Langue de travail: E/F

FINLAND/FINLANDE(excuse\apologies)

Ms Pirjo IMMONEN OIKKONEN, Senior Advisor, National Board of Education, Hakaniemenkatu, SF - 00530 HELSINKI.
Tel: 358 0 77477038
Fax: 358 0 77477247
Langue de travail: E

FRANCE

Mme Jenny HALL, Ministère de l'Education nationale de l'enseignement supérieur et de la recherche, Bureau DRIC A3, 4 rue Danton F - 75006 PARIS
Tel: 33 1 49 55 23 55
Fax: 33 1 49 55 23 80
Langue de travail: F & E

FEDERAL REPUBLIC OF GERMANY/REPUBLIQUE FEDERALE D'ALLEMAGNE

Ms Ilse Brigitte EITZE-SCHÜTZ, Pädagogischer Austauschdienst (PAD),Kultusministerkonferenz (KMK), Nassestraße 8, Postfach 2240,D - 53012 BONN
Tel: 49 228 501 458
Fax: 49 228 501 488
Langue de travail: E & F

ICELAND/ISLANDE

Ms Erna ARNADOTTIR, Head of Section, Ministry of Education, Sölvholsgata 4, IS - 150 REYKJAVIK
Tel: 354 5 609500
Fax: 354 5 623068
E-mail: erna.arnadottir@mrn.stjr.is
Langue de travail: E

IRELAND/IRLANDE

Ms Brídín GILROY, Head of Education Service, LEARGAS, The Exchange Bureau, 189/193 Parnell Street, Dublin 1, IRELAND
Tel: 353 1 873 1411
Fax: 353 1 873 1316
Langue de travail: E/F

LATVIA/LETTONIE

Mr Kalvis SALINS, Vice Director, Youth and Environmental Center "Saulesdarzs" Ezermalas 24/26, RIGA LV 1014
Tel: 371 755 7998
Fax: 371 755 7697
E-mail: bvs@rsdc.riga.lv
Langue de travail: E

LITHUANIA/LITUANIE

Ms Rasa ŠNIPIENE, Senior Officer, Foreign Relations Department, Ministry of Education and Science, A. Volano 2/7, LT - 2691 VILNIUS
Tel: 370 2 62 51 91
Fax: 370 2 61 20 77/370 2 61 63 15
Langue de travail: E

LUXEMBOURG (excuse/apologies)

M. Edouard SCHMITZ, Professeur Chargé de mission, Service d'Innovation et de Recherches pédagogiques, Ministère de l'Education nationale, 29 rue Aldringen,
L - 2926 LUXEMBOURG
Tel: 353 478 5193
Fax: 353 478 5130
Langue de travail: F

MALTA/MALTE (excuse/apologies)

Mr Alfred MALLIA, Youth Service Organisation, Department of Education
M - FLORIANA, MALTA
Tel/Fax: 356 20 0665
Langue de travail: E

NETHERLANDS/PAYS-BAS

Ms Anke BUTTEVELD, Exchange Manager, European Platform for Dutch Education, Bezuidenhoutseweg 253, NL 2594 AM THE HAGUE
Tel: 31 70 381 4448
Fax: 31 70 383 1958
Langue de travail: E/F

NORWAY/NORVEGE

Mr Lars E. ULSNES, Adviser, International Relations, Department of Education, Research and Church Affairs, P.O. Box 8119 Dep., N - 0032 OSLO
Tel: 47 222 47 663
Fax: 47 222 42 715
E-mail: lu@kuf.dep.no
Langue de travail: E/F

ROMANIA/ROUMANIE

Mme Viorica TANE, Inspectrice de specialité, Ministère de l'Enseignement, 12, rue Spiru Haret, RO - 70738 BUCAREST
Tel: 40 1 323 7966
Fax: 40 1 312 4753
Langue de travail: F

RUSSIA/RUSSIE

Mr Iourat ALBETKOV, Head, Sector of the European Countries, Department of International Cooperation, Russian Ministry of Education, 6 Chistoprudny Blvd, 101856 MOSCOW,
Tel: 7 095 923 50 02
Fax: 7 095 924 69 89
Langue de travail: E

SLOVAK REPUBLIC

Dr Danica BAKOSSOVA, Senior Officer, Ministry of Education, Hlboica 2, SK - 81330 BRATISLAVA
Tel: 42 7 39 77 02
Fax: 42 7 39 72 28
Langue de travail: F/E

SLOVENIA/SLOVENIE

Ms Jelka ARH, Department of International Co-operation, Ministry of Education and Sport, Zupanciceva 6, 61 000 LJUBLJANA
Tel: 38 6 61 322 776
Fax: 38 6 61 327 212
E-mail: jelkaarh@mss.educ.si
Langue de travail: F/E

SPAIN/ESPAGNE

Ms Paloma CEPEDA, Ministerio de Educación y Cultura, Servicio de Actividades de Alumnos, c/Torrelaguna 58, E - 28027 MADRID
Tel: 34 1 4082008
Fax: 34 1 4073333
Langue de travail: F

SWEDEN/SUEDE

Ms Caterina WETTERGREN, Senior administrative officer, Swedish Ministry of Education and Science,
S - 10333 STOCKHOLM
Tel: 46 8 405 1774
Fax: 46 8 405 1909
E-mail: catharina.wettergren@education.ministry.se
Langue de travail: E

SWITZERLAND/SUISSE

Mme Silvia MITTEREGGER, Coordonnatrice, ch Echanges de Jeunes, Jugendaustausch, Hauptbahnhofstr. 2, CH - 4501 SOLOTHURN
Tel: 41 32 625 26 80
Fax: 41 32 625 26 88
Langue de travail: E/F

UNITED KINGDOM/ROYAUME-UNI

Mr Tony MALE, Director, Central Bureau for Educational Visits and Exchanges, 10 Spring Gardens, GB - LONDON SW1A 2BN
Tel: 44 171 389 40 04/44 171 389 44 87 (direct) 4491 (secretary)
Fax: 44 171 389 44 97 (direct)
E-mail: tony.male@britcoun.org
Langue de travail: E

Ms Elspeth CARDY, Central Bureau for Educational Visits and Exchanges, 10 Spring Gardens, GB - LONDON SW1A 2BN
Tel: 44 171 389 40 04/44 171 389 46 93 (direct line)
Fax: 44 171 389 44 26
Langue de travail: E

CROATIAN PARTICIPANTS

Ms Ljilja Vokić, Minister of Education and Sports
Ms Božica Šimleša, assistant to the minister / Education
Ms Vlasta Sabljak
Mr Dino Milinović, Croatian UNESCO Commission
Mr Mladen Pokić, Primary school, Zagreb (10040), Kanarinska 73
Mr Dalibor Joler, I. Gymnasium, Zagreb
Ms Manda Cisar, Primary School, Virovitica
Ms Marina Kristić, School for Turism and Catering, Dubrovnik
Ms Franica Andrijić, School for Turism and Catering, Dubrovnik
Ms Bruna Dizdar, School for Turism and Catering, Dubrovnik
Ms Dubravka Čokrlić, Gymnasium, Požega
Ms Maja Štura, Primary School, Dubrovnik
Ms Ema Škerlj, Gymnasium, Dubrovnik
Ms Liljana Šegedin, Gymasium, Dubrovnik
Ms Senen Tripković, Gymnasium, Dubrovnik
Ms Nikica Anić, Gymnasium, Dubrovnik
Mr Viktor Soče, Gymnasium, Dubrovnik
Ms Zrinka Capor, Primary School, Dubrovnik
Mr Antun Klarić, Primary School, Dubrovnik
Ms Jele Stanović, Primary School, Cavtat
Ms Stanka Senjo, Primary School, Cavtat
Ms Stanka Kristić, School for Economy and Trade, Dubrovnik
Ms Slavica Žanetić, Art School, Dubrovnik
Ms Dunja Sovitti, Primary School, Zadar

SECRETARIAT

Mr Maitland STOBART, Deputy Director of Education, Culture and Sport

Mme Verena TAYLOR, Administrator, School and Out-of-School Education Section
Council of Europe, F-67075, Strasbourg Cedex
Tel: 33 3 88 41 23 12
Fax: 33 3 88 41 27 88/27 50
E-mail: verena.taylor@decs.coe.fr

Mlle Susan CONN, Assistant, School and Out-of-School Education Section,
Council of Europe, F-67075, Strasbourg Cedex
Tel: 33 3 88 41 35 64
Fax: 33 3 88 41 27 88/27 50
E-mail: susan.conn@decs.coe.fr

INTERPRETERS

Mme Vere ANDRASSY
Ilirski trg 2
HR - 41000 ZAGREB
CROATIA

Mme Vika PREMZL
Linjartova 17
SLO 61 000 LJUBLJANA

Mme Jelica VIDAN
Trnsko 24
HR - 41020 ZAGREB